DOCUMENT RESUME

ED 181 865 IR 006 912

AUTHOR	Robison, Dennis E.: Bolt, Ernest C., Jr.
TITLE	Five-Year Report and Evaluation of the Library-Faculty Partnership Project: 1973-1978.
INSTITUTION	Richmond Univ., Va.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.: National Endowment for the Humanities (NFAH), Washington, D.C.
NOTE	254p.; Best copy available.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Academic Libraries: College Faculty; *College Students: Cooperation; *Cooperative Programs; *Faculty Development: *Library Instruction; Library Programs: Library Services: *Library Skills
IDENTIFIERS	*Virginia

ABSTRACT

This collection of materials describes a project at the University of Richmond which addressed the areas of faculty development and bibliographic instruction in order to promote relationships between library services and academic programs, as well as to increase and improve students' use of libraries. Over a period of four years, 15 faculty members selected to serve as "library partners" were given released time from teaching to design or revise existing courses and to develop library-centered teaching approaches. The report includes the proposal for this project, a year-by-year review of project activities, and assessments of project impact on faculty and libraries. Appendices contain faculty participation reports, criteria for selection of faculty, a list of faculty participants, sources checked for collection development, criteria for weeding, a bibliography of faculty publications and papers, a description and evaluation of a self-instructional unit for teaching library skills to freshmen in English classes, a sample faculty interview questionnaire, a summary of the Earlham College workshop on bibliographic instruction, and a proposal for the continuation of the library-faculty partnership. (FM)

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FIVE-YEAR REPORT AND EVALUATION OF THE LIBRARY-FACULTY PARTNERSHIP PROJECT: 1973-1978

by

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and

Ernest C. Bolt, Jr.

IR006912

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INTRODUCTION

From 1973 to 1978 the University of Richmond had a grant from the Council on Library Resources and the National Endowment for the Humanities College Library Program. The objective of these programs, instituted at some thirty-two institutions, was "to promote relationships between library services and academic programs and to increase and improve the use of libraries by students".[1] Many, if not all, of the programs funded by CLR/NEH were designed with the needs of the particular institution in mind. Richmond's was unique in that it addressed two areas of concern in higher education and academic librarianship - faculty development and bibliographic instruction. After the 1973/74 academic year, which was used for planning, fifteen faculty were selected to serve as "library partners" over the next four years. They were given released time from teaching in order that they might design new or revise existing courses and to develop library-centered teaching approaches. Many of the faculty took advantage of this released time to become acquainted with the technology of audio-visual instruction. Furthermore, each faculty partner was obligated to assist in long range planning for collection development to improve the library's resources, both print and non-print.

One of the major expectations of the program was the multiplier effect it would have on the campus. Would this nucleus of faculty be effective enough with their projects to heighten the interest of the academic community which would then generate further interest among their colleagues in course development, library-centered teaching and create a new awareness of the library's resources? Another desirable effect of the program was to bring the library into the mainstream of the academic purposes of the University. Would students make more effective and efficient use of the library? Would faculty be willing to devote their classroom time to bibliographic instruction programs? Indeed, would faculty accept librarians as colleagues? Finally, what would be the University administration's attitude toward the library as an instrument for faculty development? If the Library-Faculty Partnership Program was successful, would the University continue to support it once the grant was terminated? Would funds be available for released time for faculty, for increases in the library's materials budget and for support of bibliographic instruction programs?

It is with a great deal of pleasure and no small amount of pride that this final report on the Library-Faculty Partnership Program is submitted to CLR/NEH and the academic community at large. As it will be demonstrated in this report, many of the questions raised in this introduction are answered in the affirmative for the program has been very successful. The University of Richmond is most grateful to the Council and NEH for their support. While there is evidence to indicate the program has made a significant contribution to the University's educational efforts, one may also hope that the Library-Faculty Partnership Program will make a positive contribution to the concerns of faculty development and bibliographic instruction as these issues are addressed nationally.

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[1] Nancy Gwin, "The Faculty-Library Connection," Change 10 (September, 1978), pp. 19-21. Two of the University of Richmond's LFPP projects are given as examples.

PROFILE OF THE UNIVERSITY OF RICHMOND

The University is a private, church-related institution with a total graduate and undergraduate enrollment of approximately 4,000 students. It includes two coordinate undergraduate liberal arts colleges, Richmond College for men and Westhampton College for women with a combined enrollment of around 2,100 students. In addition, the University has a School of Business Administration, Law School, Graduate School and a University College for continuing education and summer school.

In 1969, the largest single private gift to an institution of higher learning in this country was made by alumnus E. Claiborne Robins and his family to the University ($50,000,000) which has had a major impact on the institution. During the past decade, a number of new buildings have been constructed and existing structures renovated which included Boatwright Memorial Library. The University has also undertaken a number of internal and external studies relating to the education purposes and goal setting which included the deliberations of all constituencies - students, faculty, administration and alumni(ae). Between 1969 and 1974, there was a Year of Planning Report, Faculty Goals Study, a University-wide Self Study in anticipation of re-accreditation by the Southern Association, the establishment of a Faculty Development Committee, and the beginning of a major study of the Arts and Sciences undergraduate curriculum.

While the University community is still studying, debating and revising many of the studies completed during the last five years, certain observations can be made at this time. There will not be any major shift of emphasis within the total program of the University, e.g., adding or expanding the graduate school, creation of new professional programs. However, there will be a determined effort to strengthen the programs which have been historically a part of the curriculum, particularly in the undergraduate arts and sciences colleges. The student body is becoming increasingly national in scope. Over one-half now come from out of state, particularly from the northeastern part of the United States. The students have traditionally reflected a homogeneous grouping although there have been some interesting changes. For many years, the University attracted white lower-middle to middle-class students. Due, in part, to lower tuition relative to northern private schools, and a concerted recruiting effort by the admissions office, the University is now attracting middle to upper-middle class students.[1] Although Cass lists the University of Richmond as "selective"[2] it should be noted that the SAT scores on the average have been higher for each entering class in the past three years.

While there has been and continues to be much debate within the University community about what it means to use the endowment "to do better what we have always done," there have been some noticeable changes. The University Curriculum Committee recommended modifications in the proficiency and distribution requirements for undergraduates, a new program in interdisciplinary studies, and a University Scholars program. The first of the recommendations was voted down by the faculty, but the Interdisciplinary and University Scholars program was approved. Both of these programs plus an existing Honors Program and Freshman Colloquium will be attractive to the better students and will, by necessity, require independent work and thus place heavy demands on the library.

The University's emphasis on faculty development has been a mixture of success and failure. It was perceived to be an aid to assist faculty to develop new teaching strategies, to obtain funds for new course development, and to generally aid classroom teachers who felt something was lacking in their teaching. To this end, the Faculty Development Committee (now know as the PETE Committee - Program for Enhancing Teaching Effectiveness) offers workshops, travel funds, video taping for self-evaluation, etc. The individuals who have made the most use of the Committee's resources have been those faculty most commonly acknowledged as the "better" teachers rather than those who might need help. In the beginning faculty development, as a concept, had a pejorative air about it, e.g., few faculty felt they needed to be "developed." After three years, faculty development has come to be accepted and has had some very positive benefits. Dr. Henry Stewart, a participant in the Library-Faculty Partnership Program, stated "There is something unique about our faculty - at least those I have been associated with - and that is the number of situations where released time or sabbaticals are used to develop things that are put immediately into the classrooms. I suspect that if you compared the sabbatical leaves at the University of Richmond and the purposes to which they are put with those of the University of Virginia, you are going to find that we do a whole lot in developing a course that becomes a regular part of the departmental offerings..."[3] One of the largest faculty development programs was, of course, the Library-Faculty Partnership Program (LFPP) which was itself a force for change.

It is against this background of hopeful anticipation, renewal, change, development and indeed, some frustration and turmoil, that the LFPP was begun and through which it operated for five years.

LIBRARY - FACULTY PARTNERSHIP

A Proposal

Submitted to

Council on Library Resources
under the
Council on Library Resources - National Endowment
for the Humanities College Library Program

University of Richmond
Virginia 23173

March 8, 1973

A

PROPOSAL

to

THE COUNCIL ON LIBRARY RESOURCES

This proposal seeks funds, on a matching basis, from the Council of Library Resources to enhance the library's role in the education of undergraduates and to improve the partnership between faculty and library staff at the University of Richmond. Favorable consideration of this proposal, providing a grant of $50,000, will permit the five-year project to begin in August, 1973. The University of Richmond will match this grant above the amount of regular allocations to the library budget (see cover letter from President E. Bruce Heilman). No funds from the Council on Library Resources will be spent to purchase books for expansion of the collection. University of Richmond library facilities and personnel are adequate for the successful conduct of the project in the time allocated, and the institution is capable of fulfilling all requirements of cost control and accounting.

Objectives

To achieve these broad goals, the project specifically provides major faculty cooperation with the library staff in finding ways to encourage use of the library and to make the library a more effective partner in the teaching-learning process. The project will stimulate increased library-centered teaching of undergraduates in and out of the library itself, with the expectation of a multiplier effect within the entire faculty. Other objectives are to provide improved use of the present collection and to plan an accelerated collection development program. Finally, the project will produce new library initiatives and instructional programs as continuing aspects of the library's partnership with the faculty in teaching and learning.

Project Description, Participants, and Supervision

Since one distinctive feature of the proposed project is major faculty partnership with the librarians, up to fifteen faculty members from the humanities and social sciences will be partially freed from teaching to perform specific library-teaching duties under the supervision of Librarian Ardie L. Kelly.

In the year of their participation in the project, the faculty members will be freed one-half time from teaching duties. Selection will depend upon interest in the project, commitment to library-centered teaching, and teaching experience. Appointment will require approval of the Librarian, members of the Faculty Library Committee, the appropriate Dean, and University Provost Charles E. Glassick. Classes of the faculty participants will be taught during their appointment by part-time instructors. These faculty members will represent different disciplines in the university's humanities and social sciences divisions (seventeen departments). Under the guidance of the Librarian, they will (1) develop library-centered teaching, (2) assist in reference services, (3) develop a program of instruction in use of the library, (4) plan and inaugurate a ten-year collection development program, and (5) investigate other ways to enhance the library's role in undergraduate education.

In the development of library-centered teaching, the faculty participants will seek to improve their effectiveness in teaching with books and a variety of learning resources and technology. Although applications would occur chiefly in introductory level courses, faculty members would be encouraged to consider other applications. Possibilities include team-teaching, utilizing reference librarians more in the classroom, and alternative teaching strategies such as audio-tutorial instruction, independent study and colloquia, interdisciplinary mini-courses, and programmed learning in general studies. Efforts will be made to increase students' intellectual performance and bibliographical skills through library-centered teaching and by offering more opportunities for learning and cultural enrichment in the library. Implementation, normally in the academic year following participation in the project, will include evaluation by library staff personnel, faculty, and students. The project, in creating a model for instructional change centered around the library, will make both an immediate and continuing contribution to the intellectual life of the university. Also, the released-time approach to instructional development, recently recommended by the Carnegie Commission on Higher Education (Chronicle on Higher Education, June 5, 1972), would possibly become a continuing effect of this project at the University of Richmond.

Another duty of faculty participants will be to assist the reference staff for approximately two hours per week each. They will provide assistance for independent and interdisciplinary study, for general educational needs, and for broad reference services in one's discipline and subject specialty. During part of this time, faculty participants will receive basic instruction in reference services from the library staff. This training program would immediately benefit students, improve reference services, and encourage other faculty members not directly involved in the project to utilize the library more in their teaching. Short-term appointment of faculty members as subject specialists in the library would be a possible continuing effect of this project and a feature of the faculty development program of the university. To encourage a voluntary, long-term faculty partnership with reference librarians, the library staff would continue to offer training opportunities, especially for new faculty members, following completion of the project.

To assure more effective use of the library, the Librarian and his staff, assisted by faculty participants, will prepare a program of instruction for guiding student and faculty use of the library, its learning resources, and services. A library handbook, programmed direction in use of reference tools (such as slide-tape or cassette programs), and/or an orientation mini-course for credit are possible directions which this joint activity of faculty and library staff might take. Implementation during the project will allow testing and modification of the instructional program, and the resulting instructional program would become a continuing library service after the project is completed.

The faculty participants will also assist in a university-wide, systematic evaluation of current library holdings and plan for future acquisitions for a ten year period. In this function, they will serve as subject bibliographers and co-ordinate departmental evaluation. For professional leadership, a new library staff position of Director of Collection Development will be created. Working under the supervision of the Librarian, this person and the faculty participants will prepare want-lists, assist departments in "weeding" holdings, and, where possible, encourage departments to become more familiar with related holdings in other area libraries. This aspect of the program would again produce a multiplier effect, with many faculty members becoming more knowledgeable about library resources, weaknesses, and strengths. Although a portion of the library's regular books-and-materials budget would be expended during the project years as a direct result of this project activity, evaluation and planning would produce continued benefits over the ten year period of collection development. This feature of the project should influence curriculum development, contribute to more effective teaching and learning, and especially encourage greater use of the university library and specialized holdings in area libraries. The university plans to retain the new library staff position following the project and to continue the accelerated collection development program begun during the project.

In keeping with the project's objective to improve the library-faculty partnership in teaching and learning, the Librarian will have as his faculty assistant and project associate Ernest C. Bolt, Jr., Associate Professor of History. Duties assigned by the Librarian to the project associate will include assistance in selection of faculty participants, implementation of library-centered teaching, and ongoing and final evaluation, with publication of the project's design, operation, and results anticipated. The Librarian and project associate will also organize and implement faculty development seminars, open also to interested students, on library-centered teaching, alternative teaching strategies, collection development, and other topics related to the project. In this way, the project would have an early and continuing multiplier effect among the teaching faculty. Outside consultants will be brought to the campus annually to participate in this faculty development phase of the project. Attendance at library and teaching-oriented conferences and visits to other libraries by project participants will also be arranged. Continuing effects of this aspect of the project might include regular library-centered faculty development seminars or workshops, instructional development services within the library, and/or expansion of the reference staff.

Many students will directly participate in the project as more active learners in the library-centered teaching of faculty participants and as independent library users. Student assistants in the project will also receive basic instruction in reference services and will form a team with faculty and library staff participants in offering library services weekly. For example, a student with ten hours of duties per week will receive one hour of training and will assist faculty participants during their scheduled reference services.

Members of the library staff, including reference librarians and clerical assistants, will provide necessary support services, although costs of such services are not reflected in estimates of direct costs.

Funds budgeted for supplies and equipment needed in the project will be used for office materials, xeroxing and other visuals, telephone, experimentation with library-centered teaching strategies (such as but not exclusively audio-tutorial teaching), and preparation of slides and cassettes used in any instructional program in use of the library.

Anticipated Results and Continuing Effects

Upon completion of the project, a more effective partnership between librarians and faculty will exist and serve as a model to enhance further the library's role in teaching and learning. Other continuing aspects of the project are the program of instruction in use of the library, instructional development services in the library, the accelerated expansion of the library collections, and continued library-centered teaching of undergraduates. Library-centered faculty development seminars and a permanent library staff position to maintain an effective library-faculty partnership are other possible continuing results of the project. The university also anticipates increased support of the library program from Friends of the Boatwright Memorial Library organization and others.

Present Situation

Funding of the proposed project, especially timely due to library expansion plans and the university's commitment to improve the library's collection and services, will place the University of Richmond in a unique position to improve the library-faculty partnership and to enhance the role of the library in undergraduate education. As a result of planning by President E. Bruce Heilman and others, University of Richmond trustees have determined to improve library facilities, resources, and services dramatically in the next decade. Application for an interest-subsidy government grant has been filed to assist in construction of an addition and thorough renovation of the existing Boatwright Memorial Library. The new facility, which will be designed to house 500,000 volumes and seat 1,000 at a cost of approximately $3,250,000 will permit use of a greater variety of learning media and tools as well as books and will produce rapid expansion of services and staff. The university's commitment to improve undergraduate library holdings, both quantitatively and in quality, will be fulfilled within the first, five-year phase of the current $30 million development program, "Our Time in History."

This project would be especially relevant also due to recent and anticipated changes in curriculum and academic calendar at the university. More flexibility in degree programs, expansion of the Honors Program, and introduction of an Interdisciplinary Concentration and a Freshman Colloquim Program are recent curriculum changes. The Faculty Curriculum Committee is presently studying possible calendar reforms which would further alter the curriculum and expand independent study opportunities. Under Provost Glassick's leadership, a faculty development program is being planned, and the faculty is considering alternative teaching strategies as part of a current, intensive study of university goals. This proposal, submitted to the Council on Library Resources, has been favorably received by the Faculty Library Committee and Curriculum Committee as well as by individual faculty members.

Estimated Expenses

*For 5-Year Period, 1973 - 1978

Personnel Salaries and Wages		
Faculty Participants (14) for Released Time	$ 48,908	
Faculty Project Associate for Released Time	12,674	
Director of Collection Development	23,869	
Student Assistants (6)	3,450	
Total - Personnel Salaries and Wages		$ 88,901
Travel and Consultant Fees	$ 7,850	
Supplies and Equipment	$ 4,125	
Total - Other Expenses		$ 11,975
TOTAL PROJECT COST		$100,876

*See following page for more detailed budget

ESTIMATED EXPENSE, 1973 - 1978

	1973-74	1974-75	1975-76	1976-77	1977-78	Total
Personnel Salaries & Wages						
Faculty Participants (14) Released time (1/2 time or 6 sem. hrs. ea. sem. of entire sess. for yr. appointed)		(3) $9,648	(4) $13,584	(4) $14,336	(3) $11,340	$ 48,908
Faculty Project Associate Released time (as shown)	$ 1,608 (1/4 time)	$3,396 (1/2 time)	$1,792 (1/4 time)	$1,890 (1/4 time)	$3,988 (1/2 time)	$ 12,674
Director of Collection Develop. (full-time, new staff position)	$11,632	$12,237	(Continued by the institution)			$ 23,869
Student Assistants (6) (7-10 hrs. per week)		(1) $ 500	(2) $1,100	(2) $1,200	(1) $ 650	$ 3,450
Travel & Consultant Fees						
Faculty Participants' conf. Expenses & travel to libraries, learning centers, etc.	$ 200	$ 800	$ 900	$ 900	$ 800	$ 3,600
Librarians' conf. expenses & travel to libraries, etc.	$ 200	$ 600	$ 600	$ 400	$ 200	$ 2,000
Consultants brought to campus		$ 500	$ 750	$ 500	$ 500	$ 2,250
Supplies and Equipment (Office materials, xerox, telephone, etc.)	$ 500	$ 1,000	$1,000	$ 900	$ 725	$ 4,125
TOTAL PROJECT COST	$14,140	$28,681	$19,726	$20,126	$18,203	$100,876

APPENDIX A

University of Richmond

Library Support

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
Total expenditures for all library purposes*	$158,100	$194,250	$197,545	$218,185	$241,000	$308,954
Total volumes (all Libraries)	185,000	193,768	201,180	200,029**	210,225	- - - -
Library Staff *	22	25	24	25	25	24

*Does not include Law Library.

**Based on volume count, 1970-71; previous figures off 10,000 approximately.

APPENDIX B

Ardie L. Kelly, Librarian, University of Richmond, 1967 -.

B. A., Lynchburg College, 1957; M. S. L. S., University of North Carolina, 1960.

General Assistant, Jones Memorial Library, Lynchburg, Va., 1952-1958; Cataloger, Duke University Library, 1960-1962; Reference/Circulation, Duke, 1962-1963; Assistant Curator, Trent Collection in the History of Medicine, Duke Medical Center Library, 1963-1965; Librarian, Catawba College, Salisbury, N.C., 1965-1967.

Member of Faculty Audio-Visual Committee and Curriculum Committee; Southeastern Library Association; Virginia Library Association. Delegate to the 19th International Congress for the History of Medicine, Basel, Switzerland, 1964. Participant in Library Administration Development Program, University of Maryland, 1971.

Ernest C. Bolt, Jr., Associate Professor History, University of Richmond, 1966 -.

B. A., Furman University, 1958; M. A. University of Georgia, 1963; Ph. D. University of Georgia, 1966.

Library Assistant, Furman University, 1959-1961; Director, Library Planning Panel, University of Richmond, 1969-1971; Assistant to the Provost on Library Planning, University of Richmond, January 1973 -.

Member of Faculty Audio-Visual Committee, Interdisciplinary Studies Committee; attended Fourth Audio-Tutorial Congress Conference 1972. Member of Society for Historians of American Foreign Policy, American Historical Association, Organization of American Historians, Southern Historical Association, and American Association of University Professors. Secretary and Vice President, University of Richmond, AAUP, 1969-1971.

LIBRARY-FACULTY PARTNERSHIP PROJECT ACTIVITIES
1973 - 1978

1973/74

The first year of the project was one of planning and learning. As the "start-up" year, 1973-74 began with consideration of criteria and methods of selecting the first group of faculty participants for 1974-75. Consultation of University Librarian Ardie Kelly, Project Associate Ernest C. Bolt, Jr. (who was released from teaching one-fourth time), and University Provost Charles E. Glassick resulted in the establishment of criteria and process of selection. (See Appendix.)

Project leaders then prepared application materials (see Appendix) and began to articulate the purposes of the project and follow-up any interest indicated by faculty members. The opportunity to participate was presented in the campus faculty newsletter, Interaction, October 1, and through the University Library Committee (Dr. Bolt was also chairman of the Library Committee in 1973-74). Dr. Bolt and Mr. Kelly also presented project opportunities to the Curriculum Committee. Those interested in the project were interviewed by Mr. Kelly and Dr. Bolt, and three participants were chosen for 1974-75: Dr. Josephine Evans, English; Dr. Robert Alley, Religion; and Dr. John Whelan, Political Science. Courses in which each would develop library-centered teaching were identified as: Bibliography and Research (Evans),Religion in the Development of American Society (Alley), and a number of Political Science courses dealing with "Election Forecasting" (Whelan). At least one faculty member interviewed was encouraged to resubmit his request to participate in the project for another years.

Other first year project activities included consultation with the chairman of the Audio Visual Committee concerning interim use of certain equipment by project participants. As a result, the project was promised a Wollensak 2570AV cassette record/player, with program stop feature and a set of headphones, and a Kodak Carousel projector model 850, with automatic timing device, auto-focus, and a 3" lens. This equipment was not purchased with project funds but was used in the development of library-centered teaching and preparation of self-instructional units by the reference staff.

As the project provided for a new staff position, Director for Collection Development, the University Librarian advertised and interviewed for this position, involving Dr. Bolt in those interviews. Upon Mr. Kelly's resignation as University Librarian, effective July 1, 1974, interviews of candidates for this new position were terminated. It was the judgment of University Librarian Kelly and Provost Glassick that the new University Librarian should assist in filling this position (the project budget did not call for this position to be filled until 1974-75 anyway).

To assist in the orderly transition of the project as related to library personnel, and in view of his position as chairman of the University Library Committee, Dr. Bolt was appointed by Provost Glassick to assist during the second semester in the search for a new University Librarian. Effective July 1, 1974, Mr. Dennis E. Robison became University Librarian and Director of the Library-Faculty Partnership Program. Dr. Bolt informed Mr. Robison about the background for the project, its first year, and the future of the project.

Other project activities in 1973-74 included the preparation of an annotated bibliography or reading list for the first project participants (see Appendix). This represented the work of Mr. Kelly, Dr. Bolt, and Reference Librarian Fred M. Heath and was published April 2, 1974. This activity evolved from the view of the library as a key tool in faculty development, with a separate section devoted to materials on the library-college idea, faculty-librarian relationships, library use and orientation, collection development, and library-centered teaching. The bibliography was distributed to interested faculty members as well as the first participants, deans, and other administrators.

Several meetings were held with the first participants; these served to prepare them for their project responsibilities, inform librarians about their schedules, and acquaint them with University Librarian-designate Robison. An important aspect of the first year was the attendance at national meetings by librarians Kelly and Heath and Professor Bolt. The librarians attended the Library-College meeting in Chicago in November. The meeting theme was "Learning Without Walls." Dr. Bolt attended the first National Conference on Personalized Instruction in Higher Education, April 4-6, in Washington, D. C. He reported on this meeting to the University Librarian and prepared a cassette report on it for use of project participants. During this first year, other conference opportunities were identified by Mr. Kelly and Dr. Bolt for possible consideration by future faculty participants and librarians. Among possible consultants identified in 1973-74 were: Maurice Tauber, Columbia University, on collection development and the faculty; Samuel Postlethwait, Purdue University, on Audio-Tutorial teaching; Louis Shores, Florida State, on the library-college movement; Robert Jordan or Dan J. Sillers, Federal City College, on library-centered teaching. The Eastern Michigan University library orientation conferences were also noted was were A-T conferences and other similar conferences as possible off-campus, related opportunities for 1974-75.

Other project activities by Dr. Bolt included presentation of project opportunities to a general faculty meeting April 16 and consultation with Mr. Maurice Leach, Washington and Lee University Librarian, concerning a program for the fall, 1974, meeting of the Virginia Library Association. Plans were made for a College Section program on CLR-NEH funded College Library projects then underway at Washington and Lee, Hampden-Sydney, Davidson, and the University of Richmond. Dr. Bolt also experimented some this first year with production of visuals to support his development of library-centered teaching of the course, American History to 1865. He also co-ordinated a University-wide evaluation of the collections for institutional self-study purposes. (Dr. Bolt was chairman of the Library Self-Study Committee, 1972-74.) This data, it was hoped, would be used in 1974-75 as part of the basis for collection development activities under the project, especially by the four departments represented by faculty participants (English, Political Science, Religion, and History).

The fact that Dr. Bolt had been much involved in library-building planning, 1971-74 (he was released one-half time second semester, 1972-73 for this purpose), meant that he and the University Librarian were working closely in that regard in 1973-74. This was unrelated to the project but furnished a useful model of the type of library-faculty partnership being sought in regard to library-use and services. It was the hope of the University Librarian and Project Associate that other faculty would welcome the opportunity released time would provide for the development of library-centered teaching and collection development.

1974/75

In the academic year of 1974/75, the project was underway with its first faculty participants - Dr. Josephine Evans (Westhampton English), Dr. John Whelan (Political Science) and Dr. Robert Alley (Religion). Dr. Ernest Bolt, Jr. (History) also participated as a member of this group as well as being Faculty Project Associate. This first year was, to no one's surprise, somewhat experimental. The participants had been selected by Dr. Bolt and Mr. Kelly based on their applications which were, by necessity, conceived and written in the abstract. Terms such as "collection development", "library-centered Teaching", "learning resources" and "innovative teaching" were not clearly defined. It was an opportunity for this group to develop definitions of these and other concepts as they progressed through the year.

Dr. Evans, typical of most English faculty, came to the project with a knowledge of and appreciation for libraries. It was her intent to update her course English 370 (Bibliography and Research) which was a one hour elective for English majors but had attracted students from other disciplines. She also wanted to explore the possibilities of incorporating library centered teaching beyond the "library tour" for students in freshman English 101-102.

Dr. Evans did achieve most of her objectives. She was able to develop a guide to the library for English students, update several of her exercicses for the bibliography and reference course and created the first slide/tape guide of Boatwright Library and a similar project explaining the use of periodical literature. She was able to test her project during the course of the year since she was teaching freshman English and English 370. Her collection development activities consisted of weeding the PZ collection of unneeded duplicates and developing a want list of periodical backfiles. She also developed a list of the periodical holdings relating to English for the use of students and faculty colleagues.

Probably the most ambitious project of the year was that of Dr. John Whelan. It was his objective to create a project which would teach the electoral process by having students examine specific political campaigns as they evolved and to predict the results prior to the election. He worked very closely with James Jackson, Social Science Librarian, to familiarize students with the appropriate reference tools. The library also subscribed to a number of out-of-state newspapers directly related to the election campaigns assigned to the project. Dr. Whelan instituted the project during the year he was a participant and was able to see almost immediate results. His collection development activities consisted of weeding out-dated material in political science, examining the monographic and periodical holdings for gaps, and serving as the department's faculty/library liaison.

Dr. Robert Alley wrote in his application that he hoped to develop library centered teaching techniques for Religion 252 (Religion in the Development of American Society). It was a course which he had previously taught using the discussion/lecture methods. During this year he became heavily involved in working with a large gift collection of religious materials and selected those to be added to the library's holdings. He also worked with a colleague to prepare a proposal for a project in the humanities which would involve the library's future Learning Resources Center. This project, which unfortunately was never funded, would have resulted in self-contained individualized instruction units relating to religion for the use of the undergraduate curriculum and for continuing education projects off campus. Dr. Alley did not successfully develop Religion 252 as he had hoped. He also served as the library/faculty liaison for the Religion Department.

The development of a library-centered teaching project for History 205 (American History to the Civil War) was the aspiration of Dr. Bolt. He worked with Kathleen Francis, Humanities Librarian, to incorporate alternatives to the traditional term paper for the students which would involve them in tours of historical sites, museums and battlefields and also allow them to work with family social histories. This would expose the students to a wider variety of resource materials and research experiences. Dr. Bolt also began work on a multi-media study unit on Bacon's Rebellion. Many hours were spent in analyzing the library's holdings in history which resulted in the development of a systematic approach to filling in gaps through the use of CHOICE and other bibliographic selection tools. Some weeding of duplicates was completed.

The faculty participants and librarians met regularly during the academic year, usually every two weeks. Part of the time was spent defining collection development, examining bibliographic sources, and agreeing upon weeding policy. Also there was time devoted to discussing the various projects in which each faculty member was involved.

The final meeting of the academic year with the Library-Faculty Partnership team was a critique of the year's activities. Each gave a short summary of the results of their project. There was a general discussion of how the partnership functioned - what was positive and negative about it. The concensus was that the year had been a success. For the teaching faculty, it was an opportunity to work with their library colleagues more closely than ever before. They were given a greater insight into the productive and educational role the librarian can perform which resulted in a more intensive use of the library by their students. As Dr. Whelan reported, the Partnership "personalized the library" for him. It also gave the librarians an opportunity to experiment and modify the new reorganization and encouraged them to take a more active role in teaching. (See "Impact of Project on the Library") Their work with the faculty departmental representatives (all four participants served in this capacity) caused a more serious and critical examination of the uses of library funds allocated to the departments which resulted in establishing priorities for purchases.

All felt however, that too much time had been spent on collection development and too little on "library-centered" teaching. One participant said he did not have a firm grasp of the concept after a year on the Partnership. It was also felt that more time should be devoted to hearing about the status of the various projects of their colleagues. An administrative problem - the definition of "released time" - was a continual irritant during the year. Did this mean that each faculty participant was released for one-half time from all academic duties or just from teaching six hours? It was suspected (and later confirmed) that it was released time only from teaching. The Project Director was never able to completely protect the participants from being "raided" for committee work, departmental self-study activities, and University service projects such as heading of the United Fund campaign on campus.

1975/76

As a result of the first year's experience with faculty participants, the Project Director and Faculty Project Associate decided to reformat the meetings held every two weeks with participants. Each meeting would be structured in order to allow the faculty participants and the librarians to make a report based on the progress of their particular project. In addition, more emphasis would be given to the nature of "library-centered" teaching and less to collection development. The latter would be the result of informal one-on-one interaction between the librarians and the teaching faculty participants. An added feature to the 1975/76 team was the appointment of Terry Goldman as Director of the Learning Resources Center of Boatwright Library. Mr. Goldman brought a needed new dimension to the Partnership - non-print media. This was sorely needed by those faculty who wished to develop alternative teaching strategies and individualized instructional packages.

The faculty participants were Dr. John Gordon (History), Dr. Alan Loxterman (English), Dr. Henry Stewart (Sociology) and Dr. Howard Smith (Interdisciplinary/ Biology). Each of these participants had been interview by the project administrators and were selected on the basis of the potential success of their project and the chances of their participation having a multiplier effect on their colleagues.

Dr. Gordon selected "Western Civilization", the History Department's introductory required course, as the focus for his project. This course had been seriously criticized - the Department was dissatisfied with the results of the course based on an uneasy feeling it had grown stale; some members of the Department were questioning the value of the course; others were dissatisfied over the teaching strategies. The course was also being challenged by a University Curriculum Committee which was charged with the responsibility of developing a new curriculum. The Committee had recommended dropping the course as a requirement.

The course had traditionally been taught through the lecture/discussion method. Teaching resources consisted of a large number of paper-back books purchased by the students and reserve reading materials in the library. Dr. Gordon decided to reduce the amount of paper-back books and reserve materials required and substitute the requirement of an "individual topical reading project." Working with a librarian, he developed a search strategy which would allow the student to locate primary and secondary sources for his project. Utilizing the two sections he was teaching during his partnership year, he was able to experiment and refine his objectives. The results of the course evaluation by the students were positive. Dr. Gordon reported that over 40% of the students approached the project with enthusiasm and did well. An equally large group did satisfactorily while some 15 to 20% did poorly. This pattern held for both sections. Two years after his participation on the LFPP, Dr. Gordon was still enthusiastic about the process but had been obliged to offer it as an option to students rather than a requirement. This was due to his inability to handle a large number of student projects caused by a heavy teaching load and committee assignments when he no longer had released time.

Dr. Gordon's collection development responsibilities centered in the area of 18th, 19th and 20th Century British History and British Empire-Commonwealth, especially Canada. He was instrumental in obtaining a grant for library materials through the Program for Canadian Studies at Duke University in March, 1976 which has been funded through 1978.

The development of an auto-tutorial instruction program for English 101 was the objective of Dr. Alan Loxterman. He spent the first semester of the Partnership year reviewing previously published or created materials relating to composition, writing skills, and literary content. As a pilot project, he decided to create a cassette tape sound track, filmstrip, and written exercises on paragraphing for the use of freshman students who might be weak in this area. This was to be a prototype for a writing laboratory. He experienced what was to become a common problem among faculty inexperienced with the development of multi-media teaching tools - the lack of time. He wrote in his final report that although "Terry Goldman warned me in advance....I still cannot believe how much time it takes to construct a co-ordinated soundtrack that will enhance a half-hour filmstrip." Dr. Loxterman's primary collection development contributions were toward the building of a collection of non-print materials for the use of his colleagues and students.

During 1974/75, Dennis Robison, Ernest Bolt and Project Librarian Kate DuVal spent several hours visiting different departments to tell them about the LFPP and to encourage application for the following year. One of the departments visited was Sociology. The reaction of the department was somewhere between hostility and skepticism. Their relations with the library had been, in their opinion, unsatisfactory. They did not use it as part of their teaching strategies. They were not convinced the University administration would replace a colleague if he were given "released time." Furthermore, even if they could justify additional library funds for materials, they were not confident they would get an increase. With some trepidation, the Partnership team left applications behind. It was with some surprise and a great deal of joy that the application of Dr. Henry Stewart, Associate Professor of Sociology, appeared within a week!

Dr. Stewart wished to concentrate on improving two Sociology courses - Sociology 301 (The City) and Sociology 302 (Contemporary Urban Issues). In particular he wanted to become very familiar with non-print resources and to be able to incorporate them into his course work. Between the time of his application in November, 1974 and beginning his partnership year in September, 1975, he decided to concentrate on the Introductory Sociology course.

He tapped the expertise of his colleagues in the department to develop a set of assigned readings reflecting a wide view of the discipline of Sociology. These were to be placed on reserve and would serve as a basis for class discussions. He also spent a large amount of time working with non-print materials to familiarize himself with what was available. He was so successful in sharing his enthusiasm with his colleagues that the Sociology Department had become one of the heaviest users of the Learning Resources Center.

There was much debate among the librarians about Dr. Stewart's "library-centered" teaching being nothing more than using reserves. Given the historical background of the relations between the department and the library, it could be said that a major breakthrough had occurred which could have positive effects later on. Dr. Stewart certainly perceived one of the major values was the "human benefits" of being associated closely with teaching and library faculty colleagues.

The final participant for 1975/76 was Dr. Howard Smith. A member of the Biology faculty, Dr. Smith was brought into the project due to his interest in the interdisciplinary nature of introductory biology and an opportunity to bring humanistic and social issues to bear upon the fundamentals of the biological sciences. He had previous experience in teaching in the University's Masters of

Humanities program and hoped to incorporate a number of ideas and concepts from his courses on philosophy, history and ethics of the sciences into the introductory course. While he worked assiduously to fulfill these objectives, he was unable to see them to fruition since he did not return the following year. The project was not entirely lost since it had the sympathetic ear of several of the biology and library faculty and may, in part, be incorporated into some of the courses in the future.

In addition to assisting the faculty participants, the librarians began to experience a heightened interest in library related activities from other classroom faculty. Probably the most significant was the invitation from an ad hoc committee of the English Departments to assist in developing a library unit as part of the Freshman English course which was being redesigned. This invitation was a direct result of the involvement of two faculty participants from the English faculty (Evans-1974/5 and Loxterman-1975/76). The result was a planned sequence of activities which would result in teaching students to use several key library tools which would result in a mini-term paper (see Appendix).

Mr. Robison, assisted by Dr. Bolt and Mrs. DuVal, continued to publicize the Library Faculty Partnership which resulted in twice the number of applications over the previous year. Participants were again selected on the basis of not only their proposals, but the potential multiplier effect.

1976/77

For 1976/77, the general patterns of the day-to-day operation of the LFPP were similar to that which had taken place in the past. Regularly scheduled meetings of the teaching and the library faculty were held every two weeks. The format allowed for each of the teaching faculty members to report on the progress of their project. The reports were informally critiqued with the general result being a more strengthened project. These meetings were of value in many ways, particularly as communication devices between teaching colleagues representing different disciplines and teaching strategies. The librarians were able to gain insight into the particular needs of collection development and bibliographic instruction to support the disciplines.

There were some features for 1976/77 which differed from the past. For example, three of the four participants (Dr. John Outland-Political Science, Dr. Jerry Tarver-Speech and Dr. Charles Johnson-Fine Arts) were heads of academic departments. While Departmental Chairman are not, by and large, authoritarian figures at the University of Richmond, they can be influential. A different interpretation was made of released time in the case of the fourth participant, Mrs. Jean Dickinson (Psychology). Rather than spend one-half time for a full academic year, Mrs. Dickinson elected to spend full time on the LFPP for one semester. As it turned out, she was one of the most productive members of the partnership due, in part, to her being able to devote uninterrupted time to it.

Finally, a very positive change from previous years was caused by the availability of the new addition and renovation of Boatwright Library including a fully operational Learning Resources Center. As an added benefit, the faculty participants were assigned individual closed carrels in the new addition.

For the past few years there has been interest among teachers of political science in relating the importance of the activities of local communities in the international sphere. Dr. John Outland's project was to develop a course entitled "Richmond, Virginia, and the World." He was able to offer the course during the partnership year which gave him an opportunity to evaluate the results. One of the more serious problems was the lack of materials in the library's collections to support the course, thus his collection development responsibilities addressed this gap. As a result of his experiences, he was asked to deliver a paper at the International Studies Association in March, 1977.

Art Appreciation courses are offered on nearly every campus. They usually have the objective of exposing students to the wide variety of visual arts both contemporary and historical. Dr. Charles Johnson wished to explore ways in which the course could be enriched, given more depth, and still cover the necessary material. In order to achieve these seemingly conflicting goals, he hoped to develop six core packages of materials for students to use as additional work outside the classroom. These packages would consist of audio-visual presentations to be housed in the Library's Learning Resources Center, a comprehensive bibliography and a list of suggested term paper topics. He worked closely with Terry Goldman (LRC Director) on the audio-visual presentations and with Mary Lund (Humanities Librarian) on the bibliography and term paper topics. Two of the projects were completed and the other four are in various stages of development. Dr. Johnson has been asked to submit an article to Asia Journal on "Death and Art" which describes one of the core packages.

Dr. Jerry Tarver was concerned that the introductory speech courses were lacking measurable objectives which were commonly agreed upon by the department. He was also interested in creating individualized instruction units patterned after the Keller Plan for Personalized Instruction. In addition, he wanted to review the library holdings and attempt to develop criteria for the selection of materials relating to speech and theater arts. As was common with several participants, Dr. Tarver's ambition was greater than his time would allow. He was able to complete a set of objectives which are now being utilized, in part, by the department. As a result of his activities on the LFPP a librarian will work closely with him to integrate library search strategies into the introductory speech classes during the 1978/79 academic year.

Mrs. Jean Dickinson's objectives were two-fold: (1) to integrate bibliographic instruction techniques into the Honors program offered by the Psychology Department and (2) develop self-help materials for the Center for Psychological Services. The amount of work she was able to accomplish during her semester on the project was monumental. She prepared a student's guide to selected sources in Psychology, surveyed Psychology student and faculty attitudes and knowledge of the library, did a comprehensive analysis of the library's holdings by consulting several major bibliographies, proposed items for course-related instruction in other courses in Psychology beyond the Honors curriculum and generally caused her department to become enthusiastic about library-centered teaching.

The 1976/77 academic year was the time for implementation for the Freshman English Program of bibliographic instruction which was developed at the end of the previous year. Briefly, the objective of the total program was to give each of the freshman students in Richmond College a meaningful library experience during the first eight weeks of classes. They were asked to perform search strategies using basic bibliographic tools and to write a short paper. Each step of the process was carefully set up in a logical and progressive manner. To the surprise of no one, there were some problems. Some students tried to by-pass the "logic", some of the bibliographic tools were too sophisticated for freshmen, and there were a few logistical problems in scheduling over 25 sections within a three week period.

The Library-Faculty Partnership Program was an integral part of the dedication activities of the new addition and renovation. A workshop was designed emphasizing bibliographic instruction with the theme "Competence in the Use of the Library is One of the Liberal Arts." The workshop was open to approximately 90 academic librarians and faculty from Virginia colleges and universities. Partnership funds were used to bring Carla Stoffle, University of Wisconsin-Parkside and Tom Kirk, Earlham College to Richmond as conference leaders and consultants. The workshop lasted for two days and addressed the issues of the ACRL Guidelines for Bibliographic Instruction, bibliographic instruction programs and evaluation. Several projects created by the University of Richmond's LFPP were highlighted.

The Workshop was over-subscribed and most warmly received by all participants. The discussion groups were lively and productive. The final session concerned the future of bibliographic instruction in Virginia's academic libraries. The net result was the establishment of a Bibliographic Instruction Forum within the Virginia Library Association.

1977/78

In this, the fifth and last year of the Library-Faculty Partnership Program four teaching faculty, including the Project's Faculty Associate, Dr. Ernest Bolt, Jr., were assigned. They represented the departments of English, History, Modern Foreign Languages and Classics. The operational mode of the project was similar to the past three years. Meetings were scheduled approximately every two weeks to allow faculty participants and librarians to exchange information and ideas, with one person usually responsible for the content of each meeting. During the academic year the librarians worked closely with their faculty colleagues to develop their course-related projects and to analyze the collection in their particular disciplines. The Project Director, Project Librarian and Dr. Bolt devoted a great deal of time preparing for the final report of the project and developing position papers with the appropriate University administrators.

The faculty participants for 1977/78 were Dr. Marsha Reisler (Assistant Professor of French), Dr. Lynn Dickerson (Associate Professor of English) and Mr. Stuart Wheeler (Instructor, Classical Studies). Two of the participants, Dr. Reisler and Dr. Dickerson, were involved in creating new interdisciplinary courses while Mr. Wheeler sought to develop alternative learning methods in an existing course. The full reports of the participants are found in the appendix. The following is an overview and includes the impressions and evaluation by the Project Director.

Dr. Reisler chairs the University's Freshman Colloquim Program, a curricular option which enables entering students to participate in courses which are usually interdisciplinary and have a limited class size. For her project she created a colloquim course, "Psychology and Literature." The concept was developed by her as a result of a conference she attended at Johns Hopkins University on "Contemporary Modes of Style and Meaning" which was sponsored by the National Endowment for the Humanities (a "multiplier" effect, it might be said, of one NEH program influencing another). Because of the abstract nature of the course content, Dr. Reisler devoted a large amount of time to being certain that the course was carefully orchestrated and controlled in terms of both content and library search strategies. She worked very closely with Patricia Gregory, Humanities Librarian, to develop the models and to compile the relevant bibliographies. Ms. Gregory will also assist her when the course is offered in the fall session of 1978/79.

Because of his professional training and interest in American Studies, Dr. Dickerson wished to develop a new course entitled "American Literature in the 1890's." This was offered during the spring semester as English 363, a special studies seminar and attracted students who were juniors and seniors with majors in English, Journalism, Philosophy, Political Science and Economics. During the fall semester, Dr. Dickerson, with the assistance of University Librarian Dennis Robison, developed the course with the objectives of exposing the students not only to the literature (fiction and non-fiction), but also to the social environment of the period. There were several opportunities for research, writing and oral reports. Mr. Robison attended most of the classes, giving instructions about the use of the library in relation to the assignments. Although the amount of work required by the students was extensive, the student evaluations of the course were quite favorable. The students were particularly pleased with their abilities to use the library.

In his application for participation in the Library-Faculty Partnership Program, Mr. Wheeler stated he wished to develop slide-tape packages for Classics 301 and Fine Arts 312 (Greek Art and Archaeology) which would transform them from a lecture to an auto-tutorial course. He surveyed students who had taken or were currently enrolled in the courses to determine their attitude and found they preferred the lecture-discussion format, but would enjoy more independent work in the library. Thus, he modified his project to some degree. He directed the production of a slide/tape presentation concerning Greek mythology which was a senior project for one of his students and developed two others. The subject of one of these was an Egyptian mummy which has been a part of the University's museum and was entitled "Ti Ameny Net at the University of Richmond." Mr. Wheeler used this as a point of departure in assigning research projects to his students in Roman Art and Archaeology which became a library-centered opportunity. "Ti Ameny Net" was presented at the annual meeting of the Classical Association of the Middlewest and South in April, 1978 in Houston, Texas and was well received in terms of content and teaching effectiveness. The second slide/tape project concerned Greek and Roman numismatics which will be used during the 1978/79 academic year.

Mr. Wheeler's other project activities involved the development of library related components for Classics 302, Fine Arts 312 and Latin 202 which will require students to use library search strategies to compile annotated bibliographies.

Dr. Ernest Bolt, Jr. (History), in addition to his duties as Faculty Associate on the project, continued to refine his library centered projects in History 205 (American History) and 354 (American Diplomatic History). His complete report can be found in the appendix.

Both Dr. Bolt and Dennis Robison, Project Director, were active in advocating the continuance of the project with University officers, notably Dean Gresham Riley (Arts and Sciences), the newly appointed Provost Melvin Vulgamore and President E. Bruce Heilman. In August, Mr. Robison and Dr. Bolt met with Dr. Heilman and Dean Riley to impress upon them the need for continuance of the project. The President suggested that the Board of Trustees would be interested in knowing of the project's development and asked Mr. Robison to plan to appear before them at their September meeting. Due to a very heavy agenda, the Administration was unable to find time for him to make a personal appearance. However, Mr. Robison did prepare a brief memorandum (see Appendix). In October, a memorandum was sent to Dean Riley containing a recommendation with specific details on how the project could be continued.(see Appendix).

In November, Dean Riley, Mr. Robison, and Dr. Bolt attended a Workshop on Bibliographic Instruction at Earlham College. Earlham College's program is one of the finest in the nation and incorporates many of the features of Richmond's Library-Faculty Partnership Program. The Workshop duly impressed all three participants. Dean Riley will, in the near future, bring his report on the Workshop to the Arts and Sciences Academic Council impressing upon them the very positive contributions library-centered bibliographic instruction can make to the undergraduate program.

Dr. Bolt, Mr. Robison and Mrs. Kate DuVal (Project Librarian) conducted interviews with all of the faculty participants as a part of the final evaluation. The interviews were informally structured around questions mailed out in advance (see Appendix) and were extremely helpful for Dr. Bolt in his analysis of the project's impact on the faculty. Preceeding the interviews, word came that the Faculty Development Committee had not received adequate funds to continue the released time provision of the project as advocated by Mr. Robison and Dr. Bolt in their memorandum to Dean Riley. Dean Riley advanced the propositon that the project could continue as a sabbatical opportunity and by departments internally granting faculty released time by not offering certain courses. During the interviews, the faculty participants were asked their opinions about these options and unanimously decried the loss of paid released time (see "Impact of the Project on the Faculty"). The use of sabbatical leave had more appeal, but still had severe limitations. Nevertheless, Mr. Robison sent out invitations to faculty eligible for sabbatical leave during 1979/80 urging them to consider project-type activities. By mid summer, 1978, one or two faculty had discussed this with him, but only one expressed serious intentions and will probably apply.

The major disappointment during this last year of the project was that it was, indeed, the last year. For at least 1978/79, there will be no teaching participants. The librarians will, of course, continue their bibliographic instruction programs, encourage the development of library centered teaching and maintain a close liaison with the faculty concerning collection development. Gone will be the incentive of released time which allowed ample opportunity for faculty to develop new and alter existing courses, experiment with non-print learning and teaching strategies, and have sufficient time to work more systematically with the library's collections.

IMPACT OF THE PROJECT ON THE UNIVERSITY FACULTY

The broad aid of the Library-Faculty Partnership Program was "to enhance the library's role in the education of undergraduates and to improve the partnership between faculty and library staff at the University of Richmond."[4] To achieve this broad aid, the LFPP provided major faculty involvement and cooperation with the library staff in library-use instruction seeking to make the library "a more effective partner in the teaching-learning process."[5] It was envisioned by former University Librarian Ardie Kelly and Professor Bolt that major faculty initiative and cooperation was essential to effective library services. This would not sacrifice library staff involvement but would rather make it more course-and student-related. Specific aims, outlined in the original proposal, included the following: development of library-centered teaching of undergraduates "in and out of the library itself," planning of a collection development program, and production of "new library initiatives and instructional programs."[6] At the conclusion of the LFPP and in this section of the final report, it will be shown that effective involvement of faculty participants impacted upon the larger University faculty, that the project had, as expected, "multiplier" effects, that the project was a major faculty development program on our campus, and that library-centered teaching is now an accepted and preferred alternative for a large number of faculty members. In short, it will be shown that the LFPP has been a major part of the "quiet revolution" caused by the University Library in recent years.

Instructional Development

The device used here to generate institutional change - centered in the library - has been faculty released time. The original proposal incorporated a recommendation of the Carnegie Commission on Higher Education which envisioned use of released time especially for instructional development by faculty.[7] The LFPP was intended, in part, to encourage development of instructional materials since the University was then planning a Learning Recources Center in its new library expansion. The Carnegie Commission report foresaw a major new role for libraries in making new teaching-learning media available to students. The LFPP, it was hoped, would create a nucleus of faculty members who would adapt readily to the availability of services and non-print materials in the Learning Resources Center. Thus faculty participants were encouraged to consider an audio-visual component in their development of library-centered teaching.

Results of our "soft" approach to utilization of non-print materials in teaching have been encouraging. In developing their own instructional materials, three faculty participants placed the heaviest demands on the Learning Resources Center staff. One faculty participant had "even resisted showing films" in his classes, but during the project he became aware of the potential for learning derived from his careful selection of films and article literature (printed) for his introductory course. Five faculty participants completed slide-tape units to be used by students in the library, and one developed a grant proposal for a University Writing Program as a result of his experimentation with an audio-visual unit on writing. Although several instructional development units were begun and not completed, two faculty participants plan to continue work on them as time permits in the future. Only two faculty participants attended conferences that related to instructional development, but the LFPP sponsored the visit of Dr. Samual Postlethwait. The result was major interest in audio-tutorial teaching by one faculty participant and several other faculty members.

The LFPP experience with instructional development has produced, in conclusion, new faculty attitudes and some tangible instructional materials. Several faculty members have made genuine efforts to create materials that will inform students on subject matter and introduce them to library resources. At least one instructor includes a major library exercise with his audio-visual materials. As several faculty participants experimented with use of films and/or creation of instructional materials, other departmental members were involved or became interested. Some faculty participants coordinated library audio-visual purchasing with their departments, introducing other faculty to the possibility of teaching by greater use of non-print materials. Students who have used the instructional materials created under the LFPP have expressed interest and appreciation for these alternative learning opportunities. They seem to appreciate the ability to review, to study at their own pace, and to discuss the materials with the faculty who created them. At least one faculty member has required students to assume a teaching role and create library-centered audio-visual teaching aids.

Course Development

Whereas the Carnegie Commission in 1972 recommended released time as the necessary incentive for instructional development, the LFPP incorporated it more broadly. It was the device by which institutional change - centered in the University Library - would be achieved. Results of the five-year program seem to confirm that released time was essential; it made possible the multi-faceted program activities of the faculty participants.

Ten faculty participants altered their existing courses, two developed new interdisciplinary courses, and six participants after participating, altered other courses. All of these courses, which were the focus of faculty attention in developing library-centered teaching, now have library components. Varieties of these included the following: use of instructor-designed audio-visual materials, use of improved bibliographies, more active involvement of the librarians in the course, and formal bibliographic instruction carried on by librarians and faculty together. Of the approximately eighteen courses directly affected by the participants, seven courses taught by four participants were most systematically and thoroughly revised to incorporate formal bibliographic instruction. As in the case of instructional development activities, this involved much time and in some cases released time was not sufficient. One faculty member believed that her first attempts, with the librarians involved, at bibliographic instruction took too much time from other classroom activities. Therefore she would redesign her applications of bibliographic instruction.

The multiplier effect of the LFPP is again illustrated by the interest other faculty members have shown in library-centered teaching. One faculty member who integrated the University Library and the National Archives in a history course found four colleagues became interested in this type of library-centered teaching and have begun to develop similar activities for their students. Two other colleagues became interested in bibliographic instruction. Several participants apparently have been important "conduits" between the library staff and their departments, resulting in increased faculty acceptance of the staff as teaching colleagues, greater use of library resources, and improved student contact with librarians. The library became more "personalized" for some faculty and students. The extent of continuing departmental interest in the LFPP at its close is clear. Faculty participants in nine departments identified fifteen of their colleagues who would apply to participate if the project was continuing. It is believed that others in departments not represented in the five-year program would also be interested. The chief appeal for faculty participants was the development of library-centered teaching, either by means of instructional development activities or formal bibliographic instruction or both. They were unanimous in believing that released time was essential to them and to any others seeking to do what they had done.

Collection Development

Another important activity of faculty participants and one of great interest to colleagues of the participants was collection development. In addition to development of library-centered teaching, released time was to be used in part for faculty to evaluate the collection and plan for acquisitions, assisted by librarians and a proposed Collection Development Librarian. In 1974/75, the first faculty participants engaged in major acitivites of this nature, culminating in recommendations for $79,460.90 more in the library book and periodical budget. In subsequent years, under the direction of Mrs. Kate DuVal, Project Librarian, faculty members continued to engage in collection development duties. Weeding of the collection was a major activity one year, and five faculty participants served as departmental library representative during the time they were on the LFPP. Three others served in this capacity sometime during the five-year program. This meant improved coordination of library purchasing for many departments. Faculty participants were made more conscious of limits, priorities, and needs relating to collection development, and they in turn informed the library staff of particular needs related to library-centered courses. Special attention was placed on reprints, microforms, and periodicals in some departments. One year, collection development activities took on more importance due to the institutional self-study and thereby had wider impact. Twenty-three faculty members in six departments were identified by faculty participants as interested in the LFPP and as having engaged in collection development efforts that year.

Only one faculty member, however, cited collection development duties as the best feature of the LFPP. In the year of major acitivity in this area, it was the judgement of faculty and librarians that too much time was spent on collection development, and subsequently the released time of faculty was not spent as much on this. Most faculty did not react without "pain" to the effort to write a weeding policy and implement it. One faculty member prepared a grant proposal to improve the Canadian history collection before he was on the LFPP, and his year as faculty participant gave him more time to identify what the grant money would be used for. The major result of collection development activities by faculty participants, however, was improved coordination and selection of materials for purchase. The "Proposal" sought to "inaugurate a ten-year collection development program,"[8], but failed to do so. Although book budgets increased during the five years of the LFPP, and the project efforts of librarians and faculty participants were partly responsible, the LFPP did not result in any "crash-program" for collection development as hoped. As planned, faculty participants often served in the capacity of subject bibliographers[9] and many, as stated, co-ordinated departmental evaluations and/or purchases.

Faculty Development

As a faculty development program, the LFPP has had a major impact on the campus. Bibliographic skills of faculty participants improved and in turn those skills were passed on to their students. Only one faculty participant stated at the end of the project that his course was "still not in a lot better shape in terms of use of the library" adding that he had still not asked a librarian to teach search strategy to his students who use the library.[10] Another faculty participant was reluctant to realize that incoming college students didn't already know how to use a periodical index or the other basic research tools in the library. He admitted there had probably been a decline in his use and his students use of the library since he came to the University. Other faculty participants, however, readily adopted variations of bibliographic instruction presented by librarians, or they even initiated the teaching of bibliographic skills in their development of library-centered courses. Very few faculty participants were already engaged in library-centered teaching or bibliographic instruction. They and most others assumed the position of "learners" before they tried to teach students improved bibliographic skills.

At least three faculty participants believed that the quality of student research papers improved as a result of their LFPP activities. One was impressed especially with the library work done by lower level students taking his course. Another increased the quantity of papers required and at the same time believed quality improved due to the more intensive direction given the students. With the return to full-time teaching, however, he had to make the papers optional (30% took the option) and he used a less systematic bibliographic instruction approach (less time used and less use of librarians). One faculty participant admitted she was not guiding research papers closely enough before participation in the project. She believed "the project improved what I though were pretty good reference skills"[11] but it also taught her that her earlier skills were not really that good or effective.

Few of the participants had any concept of search strategy before participation in the project. Many had formerly blamed the physical limitations of the library but admitted lack of time and personal library skills were also involved. One cited poor holdings in his field of study as limiting his use and his students' use of the library. Another had required term papers but had not integrated them into the course or tried to train students in use of the library. The term paper was "just tacked on to the course."[12] One faculty member in English who had had much experience in directing student papers admitted a "constant state of frustration about it." She believed that the LFPP gave her the necessary time to consider basic skills associated with the library exercises, to coordinate the research, and to evaluate both the papers and her own library-centered teaching.

Beyond the improvement of bibliographic skills, and beyond the already mentioned experimentation with alternative teaching strategies (audio-visual and team teaching with librarians), there were other faculty development results of the project. Several participants engaged in learning about the writing behaviorial objectives for their courses or individual projects. One humanist became so deeply involved in this and the subsequent activities associated with Personalized Systems of Instruction (PSI) that he lost interest in his project as a whole. He probably reflected the frustrations common to the humanist experimenting with PSI. Another attended a national conference on PSI and returned interested in some facets of it but not a true advocate. The overall experience of faculty participants and librarians on the project suggests that librarians and faculty members engaged in library-use programs nationally are not utilizing alternative teaching and learning strategies such as PSI or Audio-Tutorial. The LFPP nevertheless stimulated the thinking of many participants and other faculty members about the possibility of new approaches in the classroom. It certainly had major impact by increasing the use of non-print library materials and the development of such materials by some faculty members.

Another way to show the faculty development aspect of the LFPP, and to illustrate its multiplier effects as well, is to cite the on-campus conferences sponsored wholly or in part by the project. In addition to the Postlethwait visit in 1974, the LFPP was involved in two campus seminars sponsored by the Program to Enhance Teaching Effectiveness (PETE) or its predecessor. Faculty participants in the project assumed leadership roles in several other programs of PETE, and the project sponsored with PETE the visit of Dr. Howard Clayton in 1975. The major conference on campus sponsored by the LFPP was the 1977 Bibliographic Instruction Workshop. It was attended by over ninety Virginia Academic Librarians and Faculty Participants. One faculty participant was on the program of that workshop, and consultants were librarians Tom Kirk (Earlham College) and Carla Stoffle (University of Wisconsin-Parkside).

Faculty participants did not take as much advantage of development opportunities afforded by project travel funds. Only three faculty participants attended conferences during the five years. Released time did not permit as much freedom to be off campus as anticipated, but the major reason for the lack of off-campus travel was failure of faculty members and librarians to identify related activities in meetings and conferences. This suggests once more the degree to which the LFPP was unique in its aims and activities. Those meetings which did attract faculty participants and librarians included the following: Conference on Library Orientation for Academic Libraries, Eastern Michigan University (1973 and 1978); National Conference on Personalized Instruction in Higher Education, Washington, D. C. (1974); Library-College Conference, Louisburg College, N. C. (1975); Conference on Bibliographic Instruction, Boston (1974); Audio-Visual, Pictorial, TV and Training Aids Exposition, Washington (1974); Annual Meeting of the American Historical Association, Washington (1976); Annual Meeting of the American Library Association, (1976 and 1978), Bibliographic Instruction Workshop, Earlham College, Richmond, Indiana (1977); National Archives Workshop, Washington (1978); and Annual Meeting of the Organization of American Historians, New York (1978). Although meetings had impact on individuals who attended, the Earlham conference attended by University Librarian Robison, Dr. Bolt, and Dean of Arts and Sciences Riley had the most immediate impact on the library, the LFPP, and the larger faculty.

One faculty development activity anticipated in the original "Proposal" was never implemented exactly as envisioned. Formally scheduled assistance of reference librarians, with the necessary training of faculty participants by the librarians was envisioned. It was believed that the faculty member, serving as a subject specialist, would in turn train the librarian. It was anticipated that this might become a continuing part of the faculty development program and a way to identify new faculty members with library services. Informally certainly, librarians and faculty participants learned from their close association during the project. Means for this included the periodic meetings or seminars, the workshops, and personal contact. The major new vehicle for this, however, was the Collection Development Unit created by the University Librarian in 1974/75. In this, reference librarians became more active in collection development and support of library-centered teaching. The results intended by the other approach were achieved, except for the faculty member actually being on duty at the reference desk at a specific time.

One of the most valued of the faculty development apportunities offered by the project, according to librarians and faculty members, was the periodic seminar or meeting. These sessions broke the professional isolation that is typical in higher education, provided some discipline for participants, and served to stimulate ideas. Whereas only two faculty participants listed the seminars as the worst feature, eight rated them highly with two listing them as the best feature of the project. Most faculty participants were given two or more opportunities to "chair" seminars and report on their activities. The interdisciplinary nature of these meetings was a new and challenging experience for most faculty members and librarians.

Several faculty activities related to the LFPP further illustrate the project's impact, its faculty development nature, and its multiplier effects. Four participants later had sabbaticals in which they engaged in activities related to the project. Efforts to design several audio-visual units on writing for Freshman English courses led one instructor to research on writing programs and, during his sabbatical, research on writing labs. The result was a grant proposal for a writing lab at the University of Richmond. This instructor also engaged in research on learning disabilities due to his LFPP work. He was one of four participants who became involved in more traditional research which was related to individual project activities.

Publications (including those in progress) by seven faculty participants are related to the LFPP, and eight papers by eight faculty participants have been given or are in prospect. Five faculty members have prepared or are currently preparing eight grant proposals.[13]

Several non-tenured faculty participants questioned whether project activities, even development of new courses, would be as professionally beneficial to a faculty member as publication. Such tensions increased in latter years of the project, due to other institutional goals, despite assurances by the Arts and Sciences Dean that project activity would be potentially as important as publications. Several early partitipants reported that the LFPP was not included in their professional evaluation until they called attention to it. One believed tenure was aided by his participation in the project, but most tenured faculty felt there was little or no professional recognition for their efforts on the project.

One of the most interesting research activities related to the LFPP was the Freshman testing program in the fall of 1977. One Psychology faculty participant gave the Omnibus Personality Inventory to entering Freshmen in part to discover their "intellectual disposition." She chose that test due to an impression that "people were not using the library, or they didn't have the skills to use it..."[14] Scores of this class will be compared with their scores on the same test when Seniors. It is believed that improvement in the level of intellectual disposition or academic orientation will be shown and that instruction in use of the library by faculty and librarians will be partially responsible.

The overall value of the project to faculty participants was expressed in several ways. Common to most was a reference to skills learned and the applicability of those skills for most classes taught. There seemed to be no great concern that repeated use of bibliographic instruction would cause serious or negative student reaction. Development of library-centered teaching took many different forms and demonstrated levels of sophistication sufficient to avoid any impression that all faculty working with the library were taking on the same mold. Another commonly cited value of the project was the increased interest of students in courses being revised under the LFPP. Use of librarians and non-print materials furnished variety and motivated some students who seemed to show less interest at first. One faculty participant believed that some of his students became genuinely interested in politics generally because of the specific library component in his introductory course. And evidence is clear that faculty participation in the LFPP altered the perception of faculty members concerning the library, its staff, and its resources. The library and its staff became more vital as active components of learning and use of its resources became a major concern of the faculty as well as the librarians. Whereas before participation seven faculty participants used reserve reading heavily, none did so after participating in the LFPP. Library use for term papers remained high, but eight faculty participants used some degree of bibliographic instruction during or after their project participation, whereas none had done so before. Six used the Learning Resources Center heavily whereas none had done so before the project.

Released Time

Faculty participants also commonly praised the released time device provided by the LFPP which made possible all their efforts. In interviews of faculty participants, every response indicated that the unique released time feature of the project was of key importance in attracting faculty members to the LFPP. One stated that released time was the single most valuable incentive for change, another said released time was essential to maintaining quality and diversity of departmental offerings, and one faculty member stressed a qualitative value to library-centered teaching projects resulting from the released time provision. The sentiment of one seems to typify that of all: "I wouldn't have touched the project without released time."[15]

With more specific questioning, it was learned from the interviews that the major benefits released time produced for the LFPP were in the participants' development of library-centered teaching rather than collection development. This probably resulted from the definite emphasis on this goal, rather than collection development, but it was also obvious that less time was needed for systematic collection development activities. Only three or four faculty members spent much time on this; they, of course, indicated that released time was essential, and one stated it was very important in his evaluation of non-print materials to be added to the collection.

Only one faculty member stated that he "didn't need all that released time" for development of library-centered teaching, but he also doubted that he would have done his project without released time. He believed that working without released time, primarily in the summers, would have required eight to ten years to complete his project. Specific benefits of released time -- in the development of library-centered teaching -- included the following: time for reflection on teaching methods and "how the library and its resources could fit in," encouragement to employ library-centered projects with lower level students, time to experiment with audio-visual techniques, and "time to muddle" or experiment generally. One literature professor who designed a new course, with a "heavy" library component and with major assistance of a librarian, spoke of his "time consuming project" as "something I might not use again." He could not afford to experiment in that way without released time. As a result of his project, he and his students utilized primary sources in another library for the first time and also fully used journal literature in the University Library. In brief, participants seemed to agree that released time speeded up the process of change, and permitted large blocs of time necessary for study of alternative teaching strategies, experimenting with audio-visual materials and/or bibliographic instruction, and planning of use of other libraries and archives. Released time, in the words of one professor, "allowed me to do things (in the classroom and library) that I had not been able to do before."

Several participants used released time to real departmental advantage. Five served as library representatives during their year on the LFPP, thus benefiting departmental collection-development efforts. Others coordinated with their departments to encourage library use, including use of the Learning Resources Center. During two project years, participants worked closely with departments in evaluating the collection for institutional Self-Study purposes. Several participants also worked closely with the English Departments in planning and implementing a new Freshman English library exercise.

Most of the fifteen participants were satisfied with the released time provision permitting a one-half teaching load for a full academic year. Two who were departmental chairmen were released only one-fourth time and one of these was unable to complete his projects. Only one professor had the experience of full-time in the library (no teaching) for a semester, and she preferred that alternative. She was the only participant who recommended that method for the future. Most projects involved development of library-centered teaching in existing or new courses and involved immediate-to-early implementation _in the classroom_. Therefore, most participants believed that teaching during the year on the LFPP was necessary and advantageous. For this major reason, full released time from teaching for a single semester was not feasible or best.

The major objection concerning the released time feature was that release from _teaching_ was not enough in most cases. Particularly when participants had two preparations and were engaged in design of self-instructional learning packages, utilizing library materials and audio-visuals, continued departmental, advising, and University committee duties interferred. One participant summed up the problem: "There are constant pressures around here....to fill any space that is made available."

Few participants believed that any future LFPP should be available _only_ as a sabbatical opportunity. They realized, first, that such would not encourage non-tenured faculty to develop library-centered teaching. Moreover, most participants perceive the sabbatical opportunity as one leading to publishable research. This perception has been recently re-inforced, in their minds, by the reward and evaluation systems for faculty. One departmental chairman reflected this perception: "There is no way I would recommend that anyone use a sabbatical for anything but publishable research." Another faculty member believed that making the LFPP available in the future only as a sabbatical opportunity was "just a way of getting out of supporting the program." One faculty member who was on the LFPP and then a related sabbatical, believed he accomplished more on the sabbatical because travel was easier. But he also added that "the sabbatical here is primarily for research and publishing activities."

Another alternative format discussed with participants was the use of summers and/or small institutional grants to develop library-centered teaching. Again, research and writing seemed to get preference in their minds if one was not teaching in the summers. Only three faculty members believed faculty would be interested in a summer opportunity even with small grants to support it. One stated the best chance for such use of summer terms might be the May term, a three week session. Discussion with another participant about "paid-released time" in the summer revealed that costs would be greater but impact upon departmental offerings would of course be minimal.

Finally, there seemed to be little or no support for the idea of a continued LFPP without some provision for paid-released time. Adequate library support would not alone be a sufficient inducement for major revision of courses, adding library components, experimentation with audio-visuals, or systematic and thorough bibliographic instruction would be possible without released time, but "not the kind of thing that I did."

At the beginning of this section of the final report, it was stated that the LFPP was a major part of the "quiet revolution" caused by the University Library in recent years. It is believed that what former President Frederic W. Boatwright stated during the 1955 dedication of the University Library has been realized. He stated then that the "library is the most vital building in a University. The quality of education provided by a college is directly dependent upon its library, and the educational value of an institution will rise or fall as its library is strong or weak."[16] This is no less true today, and at the University of Richmond, in part due to the LFPP of the past five years, the library is stronger and the educational value of the institution has risen. The impact of the project on the faculty, and in turn, the faculty participants' impact on the institution have made this possible.

IMPACT OF THE PROJECT ON THE UNIVERSITY LIBRARIES

The University of Richmond Libraries have historically been typical of most academic libraries at liberal arts colleges. The collections were marginally adequate and not heavily used. The administration and the faculty acknowledged the importance of the library but were not strongly supportive of it in terms of allocations or resources or encouraging student use. The physical facilities were especially outdated, crowded and generally unattractive. The philosophy of services was traditional, e.g., good reference service if students and faculty asked the questions, orientation if faculty took the initiative, but very little planned instruction in the use of the library. The librarians took part in the selection of materials but depended on the faculty to initiate most orders. The collections were print-oriented with a minimal amount being spent on non-print material. The University Librarian had faculty rank and status and was considered by both the faculty and the administration to be a member of the faculty. Other professional librarians were members of the administrative/professional staff of the University and were not considered faculty by the administration although were accepted by the faculty as colleagues in an informal setting. They did not participate on faculty committees nor feel particularly obligated nor inspired to become involved in campus deliberations over curriculum, teaching effectiveness or faculty development.

When the University received a substantial gift for its endowment in 1969, the atmosphere on the campus changed radically. There was now, it was determined, an opportunity to examine the status of the University and to institute changes that were impossible before. To this end, the library became a priority for upgrading the physical facilities and examining its educational role. The proposal to the Council on Library Resources and subsequent award of the Library-Faculty Partnership Program (LFPP) grant became one of the results.

During the years of the LFPP, a number of changes effecting the library took place which were not directly related to the project, but did effect and interact with it. For example, the new addition and renovation of the existing physical facilities, which included the creation of a Learning Resources Center, enabled the faculty participants to explore alternative teaching and learning concepts which would not have been possible. The physical facilities, which are very attractive, well designed and functional, created a positive attitude about the library by its users. Finally, the recruitment and appointment of a new University Librarian in 1974, just as the project was getting underway with its first faculty participants, effected the project. It is difficult, if not impossible, to delineate changes directly related to the project as opposed to those which might have happened anyway due to other influences. For example, there is ample statistical evidence that the library is being used much more by students and faculty in 1978 than in 1973. Circulation as well as in-house use of library materials has increased by over thirty percent. How much this increase is attributed to the new facilities and how much would be directly the result of the LFPP would be difficult to determine.

The recruitment of the new University Librarian was, obviously, going to influence and be influenced by the project. The Search Committee, chaired by Dr. Bolt, the project's Faculty Associate, did actively pursue those candidates who expressed interest in making the library a more central part of the academic program. The selection of Dennis E. Robison was based, in part, on his commitment to bibliographic instruction and recognition of the library's teaching role.[17] The existance of the project and the plans for a new library facility were certainly instrumental in his accepting the appointment.

There are at least seven areas of the library's operation which can be identified as having been significantly effected or impacted by the project - staff reorganization, collection development, bibliographic instruction, multimedia development, the multiplier effect, faculty status, and staff expansion.

Library Reorganization

One of Robison's first tasks was to recruit and appoint a collection development librarian, a part of the grant provision. This position, as described in the grant proposal, was to assist the faculty participants in developing "want lists, assist departments in 'weeding' holdings, and, where possible, encourage departments to become familiar with related holdings in other libraries."[18] At the same time, Robison proposed that the professional staff be reorganized in order to more effectively involve the librarians in collection development and library centered teaching.

As a result, the following changes were instituted during 1974/75. Mrs. Kate DuVal, Head of Circulation/Reserves, was appointed Project Librarian (title change from Collection Development Librarian) with the responsibility of creating an acquisitions department and working with the faculty and librarians in developing the collection as outlined in the grant. The professional position vacated by this change was redefined as Humanities Librarian with responsiblity for teaching/collection development and liaison with the academic departments of Fine Arts, Philosophy, Religion, Classics and Modern Foreign Languages. The position was filled by a beginning librarian whose undergraduate background was philosophy and religion. Two positions which had been general reference librarians were given similar responsibilities as Humanities Librarian (English, History, Speech, and Journalism) and Social Sciences Librarian (Psychology, Education, Political Science and Sociology). Two existing positions - Business Librarian and Science Librarian - had similar responsibilities and were located in branch libraries.

The liaison function had three objectives: (1) to work closely with the academic departments' library/faculty representative on collection development and monitor the departmental allocation, (2) discover what opportunities existed for library centered teaching within the courses offered by that department, and (3) work directly with any faculty who might be appointed to the Library-Faculty Partnership. This arrangement reinforced and complimented the objectives of the project and encouraged the "team" approach with the library and teaching faculty.

The first year's faculty participants enabled the librarians to evaluate the new organization and also allowed those professionals new to the library, including the University Librarian, to become quickly acquainted with representatives from four departments. The reorganization was valuable to the project since it allowed for broad participation by a number of librarians. It quickly became functional throughout the library system, reaching all academic departments with various degrees of penetration. The organizational structure of the library's professional staff has been retained since this period with very little change. The project, of course, provided the rationale and vehicle which made this reorganization possible and hastened its implementation.

Collection Development

Collection development activities, particularly in 1974, generated substantial data which was used in justifying an increase for the materials budget for 1975/76. This increase (approximately 26%) was used to purchase periodical backfiles and to fill in monographic gaps identified by the participants. This had, of course, a very positive psychological value in that there was some tangible reward for planning. It was discovered that course-related library instruction also had a direct bearing on collection development. As librarians and their faculty colleagues prepared search strategies for instructing students, they discovered gaps in the collection and every effort was made to order the necessary materials. The faculty participants were also able to define, after much agony, a weeding or deacquisition policy.

The project gave the librarians opportunities to acquaint faculty with some of the realities of library operations. On several occasions the LFPP meetings were devoted to examining how the library ordered materials, acquainting faculty with the out-of-print market, the effect of inflation on book and serial funds, the advantage of giving the library ample notice of materials needed, etc. While on the surface these would seem to be rather mundane, a surprising number of faculty do not have any idea of the complexity of getting material from the publisher to the shelves. Project experience indicated that this communications effort was invaluable in garnering not only understanding, but support for the library by the faculty.

Bibliographic Instruction

During the four years the project had faculty participants, a number of course-related bibliographic instruction acitivities were planned and implemented. Probably the most ambitious came as a direct result of two English Department faculty having been on the LFPP. In 1975/76 a committee of English faculty was appointed to examine the freshman English curriculum. The committee invited the University Librarian and the Project Librarian to participate in these deliberations and to recommend a course-related program of library instruction which would prepare entering students to do library research and give them experience in writing a research paper. After considerable debate over the committee's final report, the English Department [19] either rejected or recommended further study be given to the freshman program with the exception of the library segment. The library program was adopted and made a part of the objectives of the Richmond College English Department for 1976/77. It was also informally used by a number of the Westhampton faculty. While it is continually modified and refined, it remains an integral part of the freshman English program.[20]

Multi-media Development

Included in the renovation of library facilities was the Learning Resources Center (LRC) which was equiped to serve the non-print and audio visual needs of the campus. The LRC was, from the very first, planned to be programmatic rather than merely a warehouse for A/V hard and software. The LRC director, Terry Goldman, and his staff were appointed with this knowledge and were of invaluable aid to the project participants, particularly in the development of alternative learning and teaching strategies, a major goal of the LFPP.[21] The fact that several faculty participants successfully worked with non-print media meant they were able to informally publicize the effectiveness of the LRC division of the library. This was particularly valuable because non-print media, unlike its print counterpart, is not an accepted commodity among faculty as a whole. The LFPP aided a number of faculty make the successful transition and gave the LRC the positive reinforcement it needed.

Multiplier Effect

One of the project's objectives was to create an environment on the campus in which some sort of multiplier effect would take place, e.g., a teaching faculty member would be intrigued and impressed with what a colleague was doing on the LFPP and would be motivated to make his teaching more library-centered.[22] Furthermore, it was thought that this multiplier effect would also involve more faculty in the collection development and analysis process. This did, indeed, happen. As the librarians became more adept at and comfortable in the teaching role, they, as well as the faculty participants, began to interact with faculty not associated with the project. As librarians talked with faculty about book and periodical selection they would make further inquires into what was happening in the classroom and which courses required research papers or implied library use, etc. This generated more classroom contact by librarians, and they found the teaching faculty becoming the library's strongest advocates among their colleagues.

The multiplier effect on course related bibliographic instruction projects derived from the project become more and more evident each year. In 1973, the year of planning for the project, there were fewer than a dozen faculty classroom contacts that could be labeled bibliographic instruction. Most were library tours completed during the first few weeks of school. For his 1977/78 Annual Report to the President, Robison reported "During this academic year, over sixty classes in Arts and Sciences and the School of Business Administration had substantial contact with librarians who taught students how to use the library in relation to the course in which they were enrolled. This is well beyond the library tour of yesteryear for it is related to the academic needs of the students and is, in many cases, central to the objectives of the course."[23] Nearly every librarian involved in reference and bibliographic instruction reports that they will be contacting these same faculty and meeting these same classes in 1978/79 and know of at least three or four other faculty who have expressed interest in bibliographic instruction for their courses.

Faculty Status

The issue of faculty status for librarians had long been raised by the University Library Committee by 1969. The Committee had recommended faculty status for librarians several times, but the request was not acted upon by the University administration. The issue was brought before the Provost during Robison's interview and later after his appointment as University Librarian. The Provost, in 1974, was somewhat sympathetic but not enthusiastic about granting librarians faculty status. He was quite frank in admitting that the administration's perception of the librarians was not one of faculty, but as professionals or even support staff. Yet, during the 1975/76 academic year, the Provost suggested to Robison that he prepare justification for faculty status for librarians. This was done and the Board of Trustees, upon recommendation of the President, awarded faculty status to all full time librarians at its May, 1976 meeting. It is clear that the activities of the librarians created by the opportunities generated by the LFPP were directly responsible for this sudden change.[24] As the librarians joined their faculty colleagues in the classroom, became more visible on campus, and began to have an impact on the educational process, the University administration recognized them not only as professionals but as a part of the University faculty. Librarians now serve on all major University committees, particularly in the Arts and Sciences, and participate and vote in University faculty meetings.

Staff Expansion

It would be appropriate to calculate the cost of the LFPP both in terms of what actual money was allocated for it and to determine in what ways the library re-ordered its priorities to achieve the project's objectives. As with other areas of the project, this type of evaluation is most difficult. The grant allowed for funds for released time for faculty (the largest percentage of the grant), the employment of a full time collection development or project librarian for two years, plus funds for travel and supplies. Direct library costs borne by the University which were generated by the project include the continuance of the Project Librarian line. This position will continue to supervise the acquisitions department, coordinate collection development and participate in bibliographic instruction and reference activities.

The University, during the 1974/78 period, expanded the library's support staff by approximately five full time positions and one professional (other than the Project Librarian). A case can be made which would indicate that nearly every one of these positions, directly or indirectly, were tied to the LFPP. For example, two of the support positions were in technical services as a part of the Project Librarian's staff. These positions were justified because (1) the acquisitions department had been severely understaffed for years and (2) it was anticipated that increased collection development activity on the part of faculty participants would generate more funds and hence more orders for the department. Another example was the Learning Resources Center. While the director's position (professional) was a part of the library planning regardless of the project, his active participation in the project generated more business for the LRC, which brought pressures for additional staff.

Internally, there were some changes in the duties of professional and support staff as result of project activities. For example, prior to 1974 a reference librarian was responsible for proof reading and final approval of the filing of catalog cards. This duty was relegated to the Catalog Department due to (1) the increased pressures of bibliographic instruction on the reference librarian and (2) the library having automated its cataloging by joining the Ohio College Library Center (OCLC) system. Also, there are times when additional staff are needed at the reference stations. Often this cannot be accomodated because the librarians are either preparing to teach or are teaching library use. Whether or not this type of trade-off is worth it needs to be evaluated. Finally, the University Librarian was heavily involved in project related activities. He was scheduled approximately ten hours per week on the reference desk, assists in teaching library use in several departments and has responsibility for making the administration aware of bibliographic instruction programs. In order to do this, he delegated duties previously considered a responsbility of the office, e.g., approving all book orders and performance of a major role in book selection.

The lack of accepted evaluation tools for programs such as the LFPP have been lamented in the professional literature.[25] With the exception of Delong's study (see Appendix) and the exit interviews of faculty participants by the project administrators, hard statistical data is just not available. Nevertheless, the impact on the library has been significant.

CONCLUSIONS AND FUTURE

The LFPP provided a unique opportunity for librarians and faculty to interact with each other as colleagues, to explore ways in which the library could become an equal partner with classroom activities and could, in fact, become a powerful instrument for faculty development. The result has been that the library is no longer a silent or passive partner in the educational effort of the University. There is, among the entire library staff, a sense of pride, professionalism and commitment to not only the traditional library service, but to an active role in teaching both in and out of the classroom. The library has, indeed become highly visible to faculty, University administration and students in a very short period of time. Without the LFPP, this change would have been more evolutionary than revolutionary.

To those familiar with the literature concerning library-centered teaching and bibliographic instruction, the LFPP seems almost a model based on the findings of contributors to John Lubans' Educating the Library User. For example, Lubans writes that "...unless teachers emphasize the library, librarians alone will not be able to significantly change the situation of poor use."[26] Arthur Young found in his review of the research on library-user education that "library use escalates as students progress through college, and that teacher influence is paramount lend indirect, but strong support to the concept of integrated library instruction."[27] The LFPP was a vehicle which allowed faculty working closely with librarians to develop library-centered courses which encouraged meaningful and increased library use by students. Furthermore, the LFPP supports Kirk's position which advocates that "library instruction can be eased into the curriculum through gentle, but persistent pressure. The faculty who are already the most library conscious can be approached first, and as the program develops they will be the best salespeople for library instruction."[28] The multiplier effect of the LFPP has more than demonstrated this to be true.

What of the exportability of the LFPP? Can it be replicated at other institutions? Provided certain criteria are met, the answer is yes. Librarians must be willing to commit themselves to an active teaching role with their classroom faculty colleagues and accept the principle of course-related bibliographic instruction. The faculty must recognize the value of library-centered teaching and collection development and be willing to restructure existing or develop new courses which give credence to those values. Finally, the institution must realize the value of released time for the faculty. All who participated acknowledged they could not have accomplished nearly as much without relatively uninterrupted time.

For future LFPP operations, there are some modifications which will need to be considered. Released time must be clearly defined. Is it released time only from teaching or from all University activities, e.g., student advising, committee assignments, departmental administrative duties, etc.? Need all facets of the LFPP, as it has existed, be required of faculty participants, e.g., development of library centered teaching and collection development? Probably so, for experience has indicated that many faculty are more comfortable with collection development since this is a more traditional library related role for them. Not to include the requirement that they develop library-centered teaching is to perpetuate to some degree the problems of the past - great collections of library materials with minimal use. Furthermore, library centered teaching and collection development go hand in hand. As one develops teaching strategies which require active library use by students, the collection gaps quite often become evident.

Will the LFPP continue at the University of Richmond? For the immediate future, the answer is a qualified yes. Certainly those programs instituted by the faculty partners will continue. The librarians are committed to course-related bibliographic instruction beyond those instituted by the LFPP and look forward to continued success and growth of these activities. The released time provision of the project is somewhat murky. The Dean of Arts and Sciences and the University Librarian are working closely with those faculty eligible for sabbatical leave to encourage them to become involved in LFPP projects. This, however, effects only tenured faculty. The University, at this time, is unwilling to allocate adequate resources for "paid" released time although limited faculty development funds are available through the PETE committee. Continued efforts will be made to increase faculty development funds for LFPP opportunities and to suggest to the PETE committee that they give serious consideration to making the LFPP a priority within the existing budget. The faculty also needs to look seriously at the departmental course offerings and weigh them against the need to provide time for faculty development to improve teaching effectiveness. Is it possible, for instance, not to offer certain courses each year (or some courses at all) thereby internally releasing time for faculty to participate in the LFPP?

The LFPP may also be effected by two other factors. Faculty tenure and promotion decisions are based on a number of criteria, not the least of which are research (defined as course development, not just publication) and effective teaching. There is predicted to be a slow down of tenure and promotion which may encourage faculty to look for opportunities such as the LFPP. Finally, the administration and faculty are currently undertaking an examination of the priorities of use of the University's resources. It is conceivable that the results of this study may be the allocation of more funds to academic programs such as the LFPP. Only time will tell, but it is vitally important that those who are responsible for the LFPP continually remind administration and faculty alike of its success and the need for its continuance.

The entire University community is grateful for the Council on Library Resources and the National Endowment for the Humanities for the opportunity to have the Library Faculty Partnership Program. It has and continues to have many tangible benefits. The years 1973-78 will ultimately be looked upon as a watershed period in the history of the Library's programs.

NOTES AND REFERENCES

[1] Arthur Gunlicks, "The University of Richmond Freshman Class of 1977, Highlights and Comparisons," p. 3 (Mimeographed).

[2] James Cass, Comparative Guide to American Colleges, 7th ed. (N. Y.: Harper and Row, 1975), p. 744.

[3] Henry H. Stewart, Jr., Interview, May 1, 1978.

[4] "Library-Faculty Partnership: A Proposal Submitted to Council on Library Resources Under the Council on Library Resources-National Endowment for the Humanities College Library Program," March 8, 1973, University of Richmond, Va., p. 1. Hereafter cited as "Proposal".

[5] Ibid.

[6] Ibid., pp. 1-2.

[7] Carnegie Commission on Higher Education, The Fourth Revolution, Instructional Technology in Higher Education, (N. Y.: McGraw-Hill, 1972), pp. 66-67.

[8] Proposal, p. 2.

[9] Ibid, p.4.

[10] Interviews with LFPP faculty participants which were taken in April and May, 1978. Hereafter noted as "Interviews."

[11] Interviews.

[12] Interviews.

[13] See Appendix.

[14] Interviews.

[15] All quotations hereafter, except as noted, Interviews.

[16] Quoted in Addresses Commemorating the One Hundred and Twenty-Fifth Anniversiary, (Richmond, Va.: University of Richmond, June-November, 1955), p. 38.

[17] Prior to being appointed University Librarian at the University of Richmond, Robison was assistant director, University of South Florida Library. He was instrumental in setting up a number of bibliographic instruction programs and was one of the original members of the ACRL Task Force on Bibliographic Instruction.

[18] Proposal, p. 4.

[19] Until 1978/79, the University had two English Departments - Richmond College and Westhampton College.

[20] A description of the Freshman English Project is included in the Appendix along with an evaluation by Edward DeLong.

[21] Proposal, p. 3.

[22] Ibid., p. 1.

[23] Annual Report of the University Libraries for the Academic Year 1977/78, p. 2.

[24] Conversations with Dr. Charles E. Glassick, Provost and Dennis Robison, University Librarian.

[25] For the most recent expression of this need, see Carolyn Kirkendall, "Library Instruction, A Column of Opinion," Journal of Academic Librarianship, v4 (July, 1978), pp. 161-2.

[26] John Lubans, Educating the Library User, (N. Y.: Bowker, 1974), p. xiii.

[27] Ibid., pp. 6-7.

[28] Ibid., p. 88

APPENDICES

I. Faculty Participant Reports 1974/75

II. Faculty Participant Reports 1975/76

III. Faculty Participant Reports 1976/77

IV. Faculty Participant Reports 1977/78

V. Criteria for Selection of Faculty

VI. Faculty Participants 1974-78

VII. Sources Checked for Collection Development

VIII. Criteria for Weeding

IX. Faculty Publications and Papers

X. Freshman English Project

XI. Evaluation of Freshman English Project

XII. Interview Questiomaire

XIII. Earlham College Workshop on Bibliographic Instruction

XIV. Proposal for Continuation of the Library Faculty Partnership

XV. Library-Faculty Partnership as a Sabbatical Opportunity

NARRATIVE REPORT

Library-Faculty Partnership Program, 1974-75

Ernest C. Bolt, Jr.

ADMINISTRATIVE DUTIES AS PROJECT ASSOCIATE.

As outlined in the project proposal and in keeping with the project objective to improve the library-faculty partnership in teaching and learning, I have served again this year as Project Associate, a faculty assistant to the Librarian. In this capacity I met with the Departments of Sociology, Psychology, Music, and Classics to inform faculty of program opportunities in 1975-76. Contacts were also made with chairmen of other departments to create interest in the program (Art, Modern Foreign Languages, and Speech). Also in connection with selection of next year's faculty participants, I publicized the criteria for selection and application procedures in Interaction (October 15, 1974). The written "handouts" for applicants were also revised and published. Communication of the multi-faceted nature of the program and its opportunities for faculty development and improved teaching have been a major challenge this year. And I believe, since we noted certain lack of understanding on the part of deans and faculty, that more time and effort must be placed on this in the fall of 1975. After two years, the best efforts have been in one-to-one discussions of the program, and this requires much time.

Early in first semester, I conferred with the new University Librarian, Dennis Robison, about the project and how to get its second year started. I also reacted as he developed the present Collection Development Unit and described its relationship to the Library-Faculty Partnership Program. Other activities as Project Associate have included arranging project member involvement in the visit of Dr. Samuel Postlethwait, October 16, and arranging the project-sponsored visit of Dr. Howard Clayton to our campus April 14. I also arranged for the visit of five project members to the Library-College Conference at Louisburg College, North Carolina, April 11.

As a result of this year's experience, I believe we should plan earlier for any consultant who might visit our campus and that trips to other libraries, media centers, or conferences should also be encouraged earlier. The benefits from off campus and on campus conference opportunities should be obtained earlier so as to provide a maximum impact upon faculty participant's development of library centered teaching and other project activities.

A very enjoyable duty as Project Associate was my program responsibility at the Virginia Library Association annual meeting at The Homestead in November. There I described the faculty role in our library program and was able to meet and talk with other librarians and faculty members whose schools have similar CLR-NEH funded programs. (Davidson, Hampden-Sydney, and Washington and Lee.)

At the request of Dr. Clayton, I also furnished a short description of our project for publication in an upcoming issue of Learning Today.

COLLECTION DEVELOPMENT.

During first semester much time and effort went into preparation of an extensive study of the History Departments' needs for "catch-up" funds for journals, back files of journals, reprints from Books for College Libraries, and books listed in Choice, "Outstanding Academic Books of the Year, 1965-74," and other reprint monographs and microprint materials. The full report, dated October 25, 1974, is in the files of Project Librarian Kate Duval.

Some progress was made this year in filling the needs noted in the above report. The History Departments designated $1500 from their budget for purchase of OAB items, and the library bought some back files of journals on microfilm. Also, seven new journal titles were begun this year on department funds. I recommend that this report serve as a guideline in 1975-76 in further efforts to improve the history collections.

As departmental representative for Richmond College History this year, I have also coordinated all library purchases for the department. Between August 26 and March 31, orders for over $6400 were approved and forwarded to the library. According to my records, most of my department members ordered between November and February. The average cost of history books ordered this year was about $12.50. Books published in England ran higher, about $13.50. Several out-of-print catalogs were used this year, more than before I believe, and costs of such books averaged about $7.25 (Dabney orders). In addition to departmental funds, the History Departments this year obtained some assistance from the Weedon Fund (for books in American-East Asian Relations, Asian History, and British-Asian Affairs), a government grant (for Black History), and the General Fund (for one half-hour film).

The continued use of Choice cards and the assistance of Kathleen Francis and Kate Duval this year have improved the ordering procedures. Departmental members have been perhaps too slow reviewing cards, and after May 1, perhaps the April, May, June, and July cards should be held by Miss Francis for departmental review in August. Members of the newly merged departments have been encouraged, however, to turn in order cards soon after July 1 if they are in town. Some additional OAB items (for 1973-74 and 1974-75) will certainly be ordered this summer.

I believe we in History have done a thorough job of following-up the recent Self-Study and are in the process of identifying and filling important gaps in our collections. The project is providing valuable time and library staff assistance in this as was the design of the project. I encouraged John Gordon earlier this academic year to apply for a library collection development grant from the Duke University Canadian Studies Center, and we are still awaiting results. Such opportunities are difficult to discover, perhaps, but others in our department and the University as a whole need to be alert to this route to collection improvement.

Participation in the discussions of a weeding policy and early efforts to weed the 973's required much time and yet were not as productive for me. I personally feel that this is a necessary task and that faculty consultation is essential, but departmental members have mixed feelings about weeding at the present time. I feel this part of project responsibilities should be presented "low key" and participants and department members alike encouraged rather to evaluate collection needs more thoroughly. More systematic selection of books and more effort to obtain maximum student use of library materials would be better use of faculty time.

In general, I feel that I spent too much time on collection development duties in comparison with time spent on development of library-centered teaching. (See further comments on this below.) When designing the project, it was anticipated that most of the released time would be needed by faculty participants for their individual library-centered teaching projects. I strongly recommend that future participants be asked to schedule themselves library and/or office time for library-centered teaching project development first. Time to work with Miss Francis (or others) and Mrs. Duval should also be scheduled, but this year there was more effort put on collection development and other duties may have been neglected.

DEVELOPMENT OF LIBRARY-CENTERED TEACHING PROJECT.

First semester, I applied efforts in History 205 - American History to the Civil War. There were 31 students enrolled. In an effort to offer alternative learning experiences and to get them into the library, I asked Miss Francis to help prepare library guidelines for projects involving tours of museums, battlefields, and other historical sites. She also helped with library orientation to groups of students working on this project and projects dealing with preparation of family social histories and traditional book reviews. I prepared a file of brochures and government documents describing tour opportunities in the state and Washington and placed this file in the library for student use.

Prior to selection of course projects, I met with each student in my office. The alternatives were discussed, course bibliographies and other materials were reviewed, and relationships to the library were stressed. Later each group met in the library with Miss Francis and me for further orientation to the selected course project.

The major interest which I hoped to develop, relating to library-centered teaching, was the preparation of several self-contained multi-media study units. The first on which I worked was on Bacon's Rebellion. I prepared some twenty slides and developed a preliminary script for the unit. This has proven to be a large undertaking and as yet I do not have a finished product. It is comparable to researching and writing an article. One must locate and prepare visuals, record on tape the script and instructions, and then program the two. Lack of staff assistance in this has been only part of the problem, and this, of course, will be alleviated next year. Collection development duties in the library, coordination with department members on book orders, project meetings, and orienting students to alternative library-centered course projects -- all of these project duties were allowed to "eat up" valuable released time. The project seeks to show immediate results, and this leads to much "busyness" and some early concrete progress. But preparation of new instructional packages and experimentation with new teaching strategies, which may not be implemented until the next year or years, are also encouraged by the project. More time must be allowed for these activities. Eventually, I wish to provide several units from which students will select two or three. These, I believe, will permit in-depth study on their own pace and will provide an effective introduction to a variety of library materials.

I have also spent some time this year becoming more familiar with films which would support my history courses. I have ordered and received about 20 film catalogs, corresponded with some six to eight sources of free films, and have begun a film source index. This index contains titles, dates, sources, and notations of reviews, if known. In the latter case, I have joined the Historians Film Committee and subscribe to Film and History. During April, I attended a session on teaching with film at the annual meeting of the Organization of American Historians in Boston. In my History 205 class first semester, I invited Kent Druyvesteyn, Director of the Richmond Bicentennial Commission, who made an audio-visual presentation on Richmond in the American Revolution. This is an excellent demonstration of the possibility of teaching a small unit with slides and tapes. Before long I hope to visit the University of Delaware History Media Center. I have corresponded with them about this and have been invited to spend a day there.

About five films were previewed this year under project time, and one, "Goodbye Billy," was purchased by the library. During first semester I video-taped the "Missiles of October" program on the 1962 Cuban Missile Crisis and second semester it was shown twice to my History 354 class. Those showings were also opened to Dr. John Outland's International Law class.

During second semester this year, I have done little on the multi-media study units such as the one begun on Bacon's Rebellion. Rather my time on library-centered teaching has been spent on History 354 - American Diplomatic History Since 1900. Early in the semester I asked Jim Jackson to make a class presentation on the use of government documents for proposed class projects on decision-making in American diplomacy. With topics which I furnished in mind, he spoke to the class about supporting government documents. Each student then met with me in the office for further discussion of alternatives and library support. At least half of the students, I believe, made very good use of documents in their reports, about six of which were made orally in class. The project worked well enough that I would like to run it again in the fall.

Released time this year also provided opportunity for me to plan and implement an off-campus learning experience for the History 354 class. Although there were moments when I felt the efforts would not pay off, nine members of the class and I spent a day in Washington visiting the State Department and the Kennedy Center. Such an activity as this would be a valuable aspect of the project if tied in with libraries and archives in Washington. Having recently learned of a National Archives "outreach" program, I plan to take a class to Washington in the fall to spend a day there.

Memorandum September 10, 1974

To: Mr. Dennis Robison, University Librarian

From: Ernest C. Bolt, Jr.

As outlined in the proposal, "Library-Faculty Partnership," Pages 5 and 6, I will serve as the University Librarian's faculty assistant and Project Associate during the 1974-75 academic year. In this capacity I will assist in selection of faculty participants for 1975-76, ongoing evaluation of the project, and organization and implementation of project-related faculty development seminars.

I will also work with the four faculty participants to develop library-centered teaching, assist in reference services, develop a program of instruction in the use of the library, and plan and inaugurate a ten-year collection development program.

For the record, I wish to describe the library-centered teaching project which I will develop. Application will occur in History 205-206, the survey of American History open to all students. A new teaching strategy with which I will experiment is a variation of PSI, Personalized System of Instruction.* I will prepare several independent study units which students will use in the library. These will introduce them, in a variety of ways, to a variety of library materials in printed and non-printed formats. My traditionally lecture-centered course will also be revised to make the student more active in learning. Discussions of common readings have not always been successful in the recent past, so I will try, as I did somewhat this summer, to interest the student in American history through alternative mini-projects. These will include family social history research, for which new library assistance will be needed, on-site tours and investigations of historical museums, archives, restorations, etc., and oral reports. Reference librarians will be asked to assist in the collection and preparation of guides for these mini-projects. They will also be asked to help in the location of materials from which slides may be prepared in support of these projects and the independent study units mentioned above. In some cases, project support may also come from other area libraries and archives.

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* Further information on my evaluation of and preference for certain features of PSI is available in cassette recording in the Library-Faculty Partnership library collection.

Jo Evans
Dec. 3, 1973

English 101-2 and the Library-Faculty Partnership Program

The freshman English course would seem a natural for library-centered teaching. I should like to explain (a) why I have not emphasized this course in my request for participation in the program, and (b) what I should like to do for and with the course, should I have the opportunity.

Essentially, I have not cited 101-2 as a course which I would like to revise in order to emphasize library-centered teaching because of the nature of the course as it now exists. Freshman English in both Richmond College and Westhampton College is expected to follow a pattern set up by each respective department. This pattern may be adapted by an individual instructor but could hardly be revised by an individual--at least, not in the one-fell-swoop sense. In addition, for reasons I'll go into below, attempts to improve the relationship between this course and the library would be more effective (in my opinion) if the idea of revision were not emphasized. I should prefer a quieter, less dramatic approach.

English 101-2 attempts to do a great deal. The title of the course is "Composition and Literrture"; the Richmond College English Department treats these elements as divisible and does composition the first semester and litefature the second, while Westhampton finds the elements indivisible and arranges the course by literary genres, fiction first semester and drama and poetry second, with frequent writing assignments of critical essays. Westhampton requires a documented research paper second semester; I don't know if a research paper is a departmental requirement at Richmond College, but I know some instructors assign them. In any case, the attempt to provide thorough training in composition and an introduction to literature has an almost built-in frustration; I think most instructors of freshman English feel, most of the time, that (a) whichever side of the course they happen to be working with at a given moment, composition or literature, they should be doing the other, and (b) the freshman sections take more time in order to bring the instructor even a minimal feeling of satisfaction or accomplishment than other English courses do.

Because of the amount of time spent preparing classes and grading papers, many instructors appear to use the library to a very slight extent. The library's orientation tour seems popular as a thing to do at the beginning of the year. Most instructors also seem to assume that students know how to use the card catalogue or the reserve room in order to find material for documented papers. Often, in such assignments, the emphasis is not so much on selection of library material (a student is simply told to find "something on Conrad") as on correctness of footnote form, archetyp~~al forms for~~es of which can be found in a handbook and memorized. Freshmen often do not seem to be taught how to find the answers to specific questions, how to prepare an extensive or categorized bibliography, or how to evaluate critical sources. I have to include myself in this indictment. I try to teach all these things, in dibs and dabs, but I am not at all sure that I succeed.

Perhaps the simplest reason for minimal use of library facilities by instructors of freshman English is related to the time problem and also to an ego problem, one of such importance that I feel a successful program must put great reliance on tact. It seems to me that many instructors are not themselves thoroughly versed in the details of research procedures. The field of English language and literature is a very large one; instructors whose own graduate work took them deeply into a small area might simply never have used a large number of useful methods and tools. Institutions vary in their requirements for courses in research; some have none. Interests of individual instructors certainly vary. As a consequence, for some instructors the use of library-centered teaching methods, if they had to develop these methods themselves, would mean learning a new skill from a standing start--a procedure which would of course be time consuming and would also be embarrassing to the point of seeming to admit incompetence.

I feel that a workable program in library centered teaching resources for English 101-2 must do two things: it must give the instructor a chance to learn, in a subtle and tactful way, and it must make possible library assignments which do not take more of the instructor's time in preparation and grading than would a non-library assignment.

Some possibilities:

(a) Lectures by library-faculty participants in bibliographical tools related to fields the class is studying. The lecutre should be given in the library. The professor who requests the lecture should supply information about course material and assignments and should attend the lecture.

(b) Lists of suggested topics for papers on specific material, with bibliographies; the emphasis here would be on the choice of certain kinds of source material for certain kinds of papers. Again, the instructor making the request should confer with the library-faculty participant who makes up the lists.

(c) Question sheets for students to answer, using specific reference works and keyed to specific materials assigned for class. Key provided for instructor would include not only the right answers but the probable wrong ones, with an explanation of what went amiss.

(d) Same sort of thing, question sheets, but not keyed to specific reading assignments; drawerful could be kept on hand for instructors to read through, ~~and~~ choose among and carry away. These question sheets would need to exist in many versions, with many variations, to discourage the fraternity-file syndrome.and to prevent reference works from being worn out in grooves, so to speak.

(e) Forms for student evaluation of specific reference or other research tools. Could be used as a written assignment or as a class report.

(f) Supervision, by a library-faculty participant, of a small group of students (4-6) doing a specific research project. This supervision should be carefully structured and should take place in the library. An instructor might want to use this service for his whole class, in rotation, or for students who choose intensive library research from a selection of projects. In any case, it should be clear that it is the instructor who is ultimately in control.

English 370
Bibliography and Research

Problem Sheet #1
Due Sept. 12. 1972

PERIODICAL INDEXES--GENERAL WORKS

1. Take any recent volume of the Readers' Guide to Periodical Literature (Ref AI 3 R48) and any recent volume of the Social Sciences and Humanities Index (Ref AI 3 R49) and turn to the list of periodicals indexed, near the front of each volume. (These sets are kept on a special table, back to back, near the current periodicals.) Make an efficient chart or table of some sort and record whether or not each of the following fourteen periodicals is indexed by (a) the Readers' Guide and/or (b) the Social Sciences and Humanities Index, and (c) whether or not Boatwright currently subscribes to it (for part (c), use the revolving file on the circulation desk): American Literature, British Museum Quarterly, Comparative Literature, The Dickensian, ELH (English Literary History), English Language Notes, The Explicator, Modern Drama, PMLA (Publications of the Modern Language Association), Philological Quarterly, Saturday Review, Twentieth Century Literature, Victorian Newsletter, Victorian Studies.

2. Using the Readers' Guide, cite two articles about the movie version of Tennessee Williams' "This Property Is Condemned," released in the summer of 1966. Cite these articles as if they were part of a bibliography made up in accordance with the MLA Style Sheet, one of your texts for this course.

3. Cite an article found in the Social Sciences and Humanities Index on EITHER (a) Auden's "Musee des Beaux Arts," in the April 1960-March 1962 volume, OR (b) Byron's "Cain," in the April 1968--March 1969 volume. Again, put your citation in the form of an MLA-style bibliography entry.

4. Ask at the circulation desk for Joseph M. Kuntz' Poetry Explication, kept there because it is very popular. Cite a reference you find for EITHER (a) Kipling's "Danny Deever" OR (b) Donne's "Go and Catch a Falling Star" (which may be listed as "Song," followed by the first line). Use the same MLA style you've been using--an easier translation this time.

5. Poetry Explication lists works on poems of many periods, obviously, but the dates of the critical works cover what years?

6. (a) Is Boatwright's copy the latest edition, according to Altick and Wright, Selective Bibliography for the Study of English and American Literature (also a text for this course)?

7. The Essay and General Literature Index (Ref AI 3 E 752) is kept in the main part of the reference room and indexes books rather than periodicals, but I have put it here because one often consults it for periodical-type material. If you were writing a paper on Joseph Heller's Catch-22, what work listed in the 1971 volume would you want to consult?

(over)

8. Does Boatwright have this work (# 7)? Consult the card catalogue.

9. Recent parts of the New York Times Index (Ref AI 21 N45) are kept in the main reference room. (a) Where in the New York Times would you find Walter Kerr's review of the March, 1972, Lincoln Center production of Twelfth Night? Cite this entry as it appears in the index. (b) What do the various numerals in the entry mean?

10. You need information on the Russian writer Solzhenitsyn's decision not to go to Stockholm to accept the Nobel Prize for literature, which he won in 1970. What article in the New York Times might you find helpful? Times Index volumes of this vintage and older are kept upstairs in the microfilm/reserve room, for easy access to the microfilmed material.

English 370
Bibliography and Research

Problem Sheet # 2
Due Sept. 19, 1972

SERIAL BIBLIOGRAPHIES OF LITERATURE -- I

1. According to Altick/Wright, (a) when did the *MLA International Bibliography* (Ref Z 7006 M64) first appear as a separate volume rather than as part of PMLA? (b) in what year did this bibliography become international and not just American in scope?

2. What, according to the 1969 *MLA Bibliography*, is the title and editor of the book in which N. S. Subramanyam's essay on Archibald MacLeish (American, b. 1892) appears?

3. In what ways does the *MLA Bibliography* sub-divide works about Shakespeare?

4. You are writing a paper about religion in the nineteenth century American novel. What book listed in the 1969 *MLA Bibliography* would you want to consult?

5. The MHRA (Modern Humanities Research Association) *Annual Bibliography of English Language and Literature* began in what year, according to Altick/Wright? Does Boatwright have the whole series?

6. How many works (articles, books, book reviews, etc.) does the MHRA bibliography list as having been published on Jonathan Swift in 1960? (Make a quick count; don't worry if you're off by a few.) Go back to the *Readers' Guide* and the *Social Sciences and Humanities Index*, used last week; how many works does each list on Swift for 1960? (Look at the dates of individual works if the volumes don't mesh.)

7. What is a "little magazine," and why would a student of literature be interested in them? You may base your *brief* answer on the description given in Thrall, Hibbard and Holman, *A Handbook to Literature* (Ref), or you may use your own opinion if you have one. (b) Consult Frederick J. Hoffman's *The Little Magazine* (Ref PN 4836 H6) for the names of the first three editors of *Poetry: A Magazine of Verse*.

8. If you were writing a paper on John Updike's use of the adolescent protagonist, what article listed in *Goldentree Bibliographies'* volume on the American novel (Ref Z 1231 F4 N4) would you want to read?

9. The *Year's Work in English Studies* (PE 58 E6) is useful for keeping up with a field; it gives evaluations and comments, in a chatty sort of way, as well as bibliographical information. Do ONE of the following: (a) What, according to the 1969 volume, is a recent book enabling Chaucer scholars to find out more about the conventions of courtly love? (b) In the 1968 volume, what book on Poe's "The Mystery of Marie Roget" is discussed? (NOTE: since these works are

(over)

not in the reference section, please be careful to use them at a table close to the books' proper place on the shelves, so that other members of the class can see them or see you with them and ask for the next turn. Do not check them out.

10. In Lewis Leary's Articles on American Literature, find and cite EITHER (a) two works by Marianne Moore about E. E. Cummings, in the 1900-1950 volume, OR (b) a bibliography of H. P. Lovecraft, in the 1950-1967 volume.

English 370 Problem Sheet # 3
Bibliography and Research Due Sept. 26, 1972

SERIAL BIBLIOGRAPHIES OF LITERATURE--II

Part I. Choose FOUR of the following.

1. (a) In the annual *Modern Drama* bibliography, vol. 11, how many articles cited seem to be directly concerned with Brecht's *The Caucasian Chalk Circle*? (If you don't know Brecht's nationality, how might you find out? (b) Does Boatwright have the journals cited?

2. *Twentieth Century Literature* contains a quarterly current bibliography--that is, a bibliography in every issue. I have found no record of a cumulation and would welcome enlightenment. (a) What individual author is the subject of a special number in any of the current (unbound) copies now on the current periodicals shelf? (b) What listing in the bibliography of the July, 1970 number would be of special interest to a Tolkien scholar? (c) Does Boatwright have the journal cited?

3. (a) If you were writing on Edgar Allen Poe's influence on twentieth-century writers, to what article are you referred by the November, 1970 *American Literature* "Current Bibliography"? (b) If you were unable to read the article but sensed it might be important to your subject, what might you do? (Use common sense here.)

4. (a) According to Altick/Wright, in what year did the romantic period bibliography first appear in *English Language Notes*, and in what two journals had it found a home previously? (b) In what kind of scholarly situation would the above information be useful? (c) Consult the *ELN* bibliography for September, 1971. In what way is the listing here of W. E. Hildebrand's article on Shelley's vision poems superior to the listing one would expect to find in the MLA Bibliography?

5. (a) Consult the annual eighteenth century bibliography, "English Literature, 1660-1800," in vol. of *Philological Quarterly*. What do you learn about the content of Kenneth Reed's article on Samuel Johnson that you probably wouldn't learn from a listing in the MLA Bibliography? (c) Altick/Wright mentions a four-volume cumulation of this bibliography. Does Boatwright have it? All of it? Where is it shelved?

6. In the *Shakespeare Quarterly* for 1971 you will find a list of 1970 publications on Shakespeare. What is E. T. Herbert's article on Julius Caesar about, more specifically?

(over)

Part II. Do all these.

7. (a) Find in the December, 1971 (vol. 32 no. 6) issue of Dissertation Abstracts International an abstract of one Jerry Beasley's dissertation on Jane Austen. How long is it, and toward what publishable work are the author's labors directed? (b) How would you go about ordering a copy of a dissertation abstracted in DAI? (c) What does the workings of the computer-compiled "Keyword Title Index" suggest to you about the most practical kind of title to use for a dissertation?

8. You have written (or revised from your MA thesis) an article on George Gissing which you want to send to Victorian Studies. What information about preparing and submitting your manuscript to this particular journal do you find in Gerstenberger and Hendrick, Directory of Periodicals Publishing Articles on English and American Literture (Ref Z 2015 P4G4)?

9. One way to locate periodicals Boatwright doesn't have is to consult the Union List of Serials (Ref Z 6945 A53). Where is the nearest (to U.R.) file of EITHER (a) The Dickensian OR (b) Studies in Popular Culture?

English 370
Bibliography and Research

Problem Sheet # 4
Due Oct. 3, 1972

GENERAL ENCYCLOPEDIAS

Your research projects should not end at a general encyclopedia, but they might well begin there.

1. In S. P. Walsh's General Encyclopedias in Print (Ref Z 1035 G 325), find the entries on Boatwright's three general adult encyclopedias--the Britannica, the Americana, Collier's. (a) What are their retail prices, respectively, in cheapest bindings? (b) Summarize, very briefly, Walsh's rating for each.

2. How would you find out who wrote an article in the current Britannica if the article is signed by initials? (Consult the set itself.)

3. (a) What edition of the Britannica does Altick/Wright especially recommend to students of literature? (b) Does Boatwright have it?

4. Who wrote the short story "The Monkey's Paw," and when did this author live? Limit your research resources to the three encyclopedias listed above; if you already know the answers, pretend that you don't; and include in your written answer the method by which you found it.

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Bibliography and Research

Problem Sheet # 5
Due Oct. 10, 1972

LIBRARY CATALOGUES

1. What book does Boatwright's card catalogue list that is about Mrs. Hester Thrale, mentioned frequently in Boswell's accounts of Johnson?

2. You have become interested in Jessie Weston's From Ritual to Romance, assigned as background reading for a course you are taking. When you look up the author or title card in Boatwright's catalogue, you find at the bottom, listed in arabic numerals, one or more subject headings under which this book is listed and which would presumably point you to other works on the same subject. Follow this clue and list one of the works you find.

3. List a book in Boatwright's catalogue about Mary McCarthy.

4. Boatwright's set of the Library of Congress catalogues is kept in the cataloguing department, backstage so to speak, where it covers the entire eastern wall and is growing around the right-hand corner. Boatwright's British Museum General Catalogue of Printed Books is in the reference room. Blink before you open it; if the small print still does you in, Miss Francis will lend you the magnifying glass that came with the set. NOW: devise a chart and compare the holdings of Boatwright Library, the Library of Congress, and the British Museum in at least one copy of the following works: F. W. Moorman, Robert Herrick, A Biographical and Critical Study, 1910; Howard Maynadier, The Arthur of the English Poets, 1907; Sarah Green, Romance Readers and Romance Writers, 1810; Benjamin Franklin Craig, The Border Ruffian, 1863. (NOTE: Since the Library of Congress sets keep starting over, and since actually to find out whether the LC has a book or not one has to go through all of them, to save you a few hours we'll limit the present set to the first set of catalogues, 1942-46.)

5. The Library of Congress lists books by subjects in the sets of volumes, for the most part bound in red, interspersed among the more greenish volumes of the author lists. In any of these, look up the subject heading you used in question two, above. How many works are listed? (Make a rough count, don't cite them.) Include in your answer the date of the subject-headings set you're using.

6. According to Altick/Wright, these cumbersome individually-alphabetized sets are being to be replaced by, or more efficiently arranged in, what?

7. Returning to the reference section, consult the third edition of Ash and Lorenz' Subject Collections (Ref Z 688 A2 A8 1967) and list three libraries you would want to visit if you were writing a book on detective fiction. Don't forget to use subject cross-references.

(over)

8. Look at the Altick/Wright list, "Some Books Every Student of Literature Should Read," p. 129. Choose any five (try to fit them to your special interests, if your special interests are represented here and if you can tell from the title what the book is about) and look them up in the current edition of Books In Print, kept in the librarian's outer office. (Anyone at the circulation desk can show you the door to the office, and anyone in the office can show you Books In Print.) If your books are in print, list the publisher and price of an edition of each. (Paperbacks o.k.)

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Bibliography and Research

Problem Sheet # 6
Due Oct. 17, 1972

BIOGRAPHY -- I

1. The *New Century Cyclopedia of Names* (Ref PE 1625 C43 1954) makes a good starting point when you know nothing about your subject. Choose five of the following and (a) summarize in a sentence or phrase the identity given each in the *Cyclopedia of Names* and (b) list a *kind* of reference work in which you would look for more specialized information in each case. Give this last part some thought, and don't say "Encyclopedia," even though you very well might find information in an encyclopedia; a more specialized work is called for: Frederick James Furnivall, Justice Shallow, the "Swedish Nightingale," Lilith, Bussy D'Ambois, the first Duke of Windsor, Henry Seidel Canby.

2. If you feel sure the name you're looking up is that of a person, *Webster's Biographical Dictionary* (Ref CT 103 C4) or *Chambers' Biographical Dictionary* (Ref CT 103 C4) may be helpful. (a) Which work is more recent? (b) Compare and briefly describe each work's respective treatment of the literary Sitwell family.

3. *Who's Who* (Ref DA 28 W6) is British and slants in that direction. Choose five of the following: in each case, list one brief fact about him if he is included or make a common-sense guess as to why he isn't included. (See the next question for one category of common-sense guess.) (1), Joan Plowright, (2) Flannery O'Connor, (3) Eudora Welty, (4)Edmund Wilson, (5) Margaret Mead, (6) Thomas Pynchon, (7) Cecil Day-Lewis. Be sure you're using the most recent edition.

4. What is the relationship between *Who Was Who* (Ref DA 28 W65) and *Who's Who*, above?

5. Consult *Who's Who in America* (Ref E 176 W642) to find EITHER (a) the number of times Norman Mailer has been married OR (b) the college from which Gloria Steinem took a bachelor's degree.

6, Obituary notices, usually quite detailled, in the *New York Times* can be found in the main index, used in problem sheet one, but you have to know the year or be willing to spend some time guessing around. The *New York Times Obituary Index* (Ref CT 213 N47) saves time. Where would you find the *Times* obituary of F, Scott Fitzgerald?

7. The *Biography Index* (Ref Z 5301 B5), in the familiar Wilson format, saves time in the general indexes. Volume seven (September 1964--August 1967) lists what article on James Thurber which apparently deals with his drawings rather than with his writings?

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Bibliography and Research

Problem Sheet # 7
Due October 24, 1972

BIOGRAPHY -- II

1. *Current Biography* (Ref CT 100 C8) is a handy one-stop place to find out more than you may have known before about figures currently in the news; serious research should go on a good deal further, as it should from any general work. *Current Biography* is indexed in broad enough chunks for one to be able to work through backward by decades; usually a figure will be included shortly after he becomes prominent. List three major facts about EITHER (a) Leslie Fiedler OR (b) Cecil Day-Lewis.

2. The *Dictionary of National Biography* (Ref DA 28 D45) provides detailled and scholarly biographical information which in many instances cannot be found in print anywhere else. To get in one has to be dead, prominent in one's field and British. Answer three of the following, making use of the Supplement volumes when needed and (if you'd as soon not guess) using the Concise DNB volumes at the end of the set as an index: (a) According to David Cecil, who wrote the article, from what physical ailment did Virginia Woolf (d. 1941) suffer? (b) In Shakespeare's *Henry IV, Part I*, "Hotspur" is pictured as close in age to Prince Hal, later Henry V. To what English monarch was Hotspur actually close in age? (c) What was George Bernard Shaw (d. 1950) doing when he fractured his hip at 94? (Outdoors, too.) (d) What scholar is cited as giving the fullest discussion of legends about Robin Hood? (e) In what places would one find portraits of Frederick James Furnivall (d. 1910)?

3. The *Dictionary of American Biography* (Ref E 176 D 563) was inspired by the DNB and is naturally smaller. To whom did Carlyle, in a letter to Emerson, compare Amos Bronson Alcott?

4. Consult the Directory of American Scholars (Ref LA 2311 C32 1969) for information about Altick and Wright, authors of our handbook: what is the title of one other book by each, and where is each currently teaching? And for (b) one fact of interest about a member of the U.R. faculty; the lowest rank consistentently represented seems to be that of associate professor.

5. Sometimes your biographical researches have to wait until you have identified the author of a work published anonymously or under a pseudonym. (a) You have bought at an auction a book dated 1865 and titled *How to Get Fat, or The Means of Preserving the Medium between Leanness and Obesity*, by "a London Physician." Whom does the *Dictionary of Anonymous and Pseudononymous English Literature* (Ref Z 1065 H17) list as the author? (b) On a hunch that your author might be prominent in his field as well as deceased and British, you try the DNB. Any luck?

6. In what work to which we have previously been exposed does Altick/Wright suggest that one look for information about anonymous and pseudononymous books?

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Bibliography and Research

Problem Sheet # 8
Due Oct. 31, 1972

DICTIONARIES

1. What work does Altick/Wright list as "the best recent dictionary"? Does Boatwright have it?

2. How do Boatwright's holdings in editions of Eric Partridge's *Dictionary of Slang and Unconventional English* compare with the listing in Altick/Wright? (NOTE: E. E. Landry's *The Underground Dictionary* (Ref PE 3721 L3) is the most up-to-date slang dictionary I've seen. If you're interested in this sort of thing you might want to take a look at it--then you'll be able to tell me how old-fashioned it probably is.)

3. Find the following desk-sized college-level dictionaries: *The American Heritage Dictionary of the English Language* (Ref PE 1625 A54), *The American College Dictionary* (Ref PE 1628 A55), Funk and Wagnall's *Standard College Dictionary* (Ref PE 1628 F82) and *Webster's New World Dictionary of the English Language* (Ref PE 1625 W3 1953). Devise a cha rt to show whether or not each dictionary defines each of the following words: (a) *Carson McCullers*, (b) *charisma*, (c) *orc*, (d) the sexual connotation of *screw*. Notice differences in the definitions, if any, and in the presentation of etymological information, though you don't need to write in your observations.

4. The *Oxford English Dictionary* (OED) exists in Boatwright in a slightly earlier incarnation as the *New English Dictionary* (NED) (Ref PE 1625 M7); it is too large to be shelved with the other dictionaries and has a place of its own at the end of the Z reference section. The OED is of obvious use to students of literature because of the way words go in and out of the language, shift in meaning, etc. After consulting the OED, explain the meaning of the underlined word in ONE of the following quotations: (a) "O thou, who didst with pitfall and with *gin*/ Beset the Road I was to wander in,/ Thou wilt not with Predestined Evil round/ Enmesh, and then impute my Fall to Sin!" (from a nineteenth century poem); (b) "Hark! I hear her--dear friend, retire into my *closet*, that I may examine her with more freedom . . . There are books over the chimney . . . to entertain you . . ." (from a seventeenth century play).

5. In a story about steeplechasing you read about horses jumping over a "bullfinch." You assume, correctly as it turns out, that this must be some sort of hurdle. What does the OED suggest as a more specific visualization, and how long has the term been in the language (what is the earliest quotation given)?

6. Compare the OED's definition(s) of the word *guy* with that given in *A Dictionary of American English on Historical Principles* (Ref PE 2835 C72): which is closer to what we think of as the usual meaning, and in what way? (NOTE: the connotations of this word seem to me to be shifting; what definition might you add to those in the reference sources?)

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Bibliography and Research

Problem Sheet # 9
Due Nov. 7, 1972

CONCORDANCES, HANDBOOKS, BOOK REVIEWS

1. Using Bartlett's concordance to Shakespeare, find the location of the line, "Ill met by moonlight, proud Titania." (Ref PR 2892 B34).

2. You are wondering if there is a Biblical source for Donne's lines, "At the round earth's imagined corners, blow/ Your trumpets, angels . . . " Using a Bible concordance (for instance, Young's, Ref BS 425 Y 7) cite a book, chapter and verse reference which might point to a related idea. Note in your answer what concordance you used.

3. Using Granger's Index to Poetry, fifth edition (Ref PN 1021 G7), (a) find the author and title of EITHER the poem beginning, "Thou shalt have one god only, who/ Would be at the expense of two," OR of the poem beginning, "O may I join the choir invisible/ Of those immortal dead who live again/ In minds made better by their presence . . . " (b) Name two of the anthologies in which the poem you have just identified can be found.

4. A book collector is looking for first editions of significant works of literature published in 1922. What two particular stars would he need to have in this crown, in your opinion? (Some leeway here.) Consult Annals of English Literature (Ref Z 2011 A5 1961) and use your own judgement in making the recommendation.

5. What is the date of the emergence of "the new criticism," and who were two of the participating critics? Consult Thrall, Hibbard and Holman, A Handbook to Literature (Ref), which contains a great deal of similarly specific quick information.

6. You are plagued by a tendency to confuse Thackeray's The Virginians and Owen Wister's The Virginian. In an effort to fix each work more firmly in your mind, you consult the entry on each in the Oxford Companion to American Literature (Ref PS 21 H3 1965) and the Readers' Encyclopedia of American Literature (Ref PS 21 R4). Which, in your opinion, gives the more useful information on each work, respectively?

7. In which of Trollope's novels does Mrs. Proudie appear? Consult A Guide to Trollope (Ref PR 5685 G4), and while you are at that part of the shelf notice similar handbooks on other authors.

8. Read the "Statement of Policy" in the 1969 volume of the Book Review Digest (Ref Z 1219 C 96). What three large categories of works are not included in this work?

9. How many negative and how many positive reviews are cited in the Book Review Digest of Philip Roth's Our Gang (1971)?

10. If you were writing a paper on Eugene O'Neill's The Hairy Ape and wanted to quote an adverse early opinion of the play, what review excerpted in the Book Review Digest might provide one? (See Annals of English Literature, an encyclopedia, etc., for the publication date of The Hairy Ape.)

11. The Index to Book Review in the Humanities (Ref .Z 1035 A1 I63) deals with more scholarly books than does the Book Review Digest, as a general rule. Where would you find a review of EITHER (a) T. E. Boyle's Symbol and Meaning in the Fiction of Joseph Conrad, 1970, OR (b) Paul Alpers' The Poetry of The Faerie Queene, 1968. (Cite the names of the journals here.)

NOTE. Don't for get that reviews of scholarly books are listed with the books themselves in the MHRA bibliography. A review of an important book by a specialist in the subject can be a valuable piece of criticism in itself.

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Bibliography and Research

Problem Sheet # 10
Due Nov. 14, 1972

CRITICAL EDITIONS, AUTHOR BIBLIOGRAPHIES, ETC.

1. Consult F. W. Bateson's *Guide to English Literature* (Ref Z 2011 B32 1968) to find the recommended critical edition of the works of Jane Austen. Does Boatwright have it?

2. What are two other major categories of scholarly productions (besides editions) that Bateson tries to provide for each of the authors he includes?

3. *Eight American Authors* (Ref PS 201 E 8) provides information on critical editions and is, as you see, more thorough and detailled than Bateson--not a surprising fact in view of the smaller number of authors treated. What edition of the collected works of Poe is recommended?

4. Fifteen American Authors (Ref PS 221 F45) continues the idea of the above work into the twentieth century. What is the definitive edition of Willa Cather's work?

5. In Volume II (*Macbeth*) of the Variorum Shakespeare (Ref PR 2753 F5), (a) what work is mentioned by James Halliwell as a possible source for Macbeth's "Tomorrow and tomorrow" speech (use concordance to locate the line). (b) When was Halliwell's edition of Shakespeare, from which this note was taken, published?

6. What scholarly son succeeded his scholarly father in editing this Variorum edition (the fourth Shakespeare Variorum, actually)? See the entry on "Variorum" in the *Reader's Encyclopedia of Shakespeare* (Ref).

7. The appearance of a facsimile edition of T. S. Eliot's *Waste Land* manuscript, showing the comments and excisions made by Ezra Pound, is considered one of the most important scholarly publications of 1971. What is the current state of Boatwright's attempt to purchase a copy (the original printing seems to have sold out within hours).

8. How does Altick/ Wright describe an "author bibliography," and why do you suppose none are listed (as such) in the *Selective Bibliography* . . . ?

9. Andre Hanneman, in his *Ernest Hemingway: A Comprehensive Bibliography* (Ref Z 8396.3) lists whom-all as writers of parodies of *Across the River and Into the Trees*? (Overlapping of entries results from the method of classification.)

10. Where did Robert J. Reilly write a dissertation concerned with the religious aspects of Tolkien's work, and with what other writers does he classify Tolkien? See West's bibliography of Tolkien (Ref Z 8883.45 W45).

English 370
Bibliography and Research

Problem Sheet # 11
Due Nov. 21, 1972

LITERARY HISTORIES, SPECIAL FIELDS

1. Concise and portable literary histories have obvious advantages, but for more detailled research one often finds onesself using bulkier works about narrower fields. To demonstrate this obvious point, compare the 1967 edition of Baugh, et al, A Literary History of England (Ref PR 83 B3) with Baker's many-volumed History of the English Novel (Ref PR 821 B32) in regard to EITHER (a) Mrs. Frances Trollope's Vicar of Wrexhall (Baker, vol. 7) R (b) Fielding's Shamela (sometimes listed as An Apology for the Life of Mrs. Shamela Andrews) (Baker, vol. 4). Briefly describe the difference you find between the treatment each work gives the novel you have chosen.

2. Does Boatwright have the edition of Spiller's Literary History of the United States recommended in Altick/ Wright? (Ref PS 88 L 522)

3. According to Spiller's bibliography (Vol. II), (a) where are most of Mark Twain's manuscripts? (b) Where (cite exact location) could you find an article about them? (c) Briefly summarize the Twain manuscript situation according to the supplement to Spiller's bibliography, which begins on p. 760.

4. (a) How long have the annual volumes of American Literary Scholarship (Ref PS 3 A 47) been appearing? (b) Does Boatwright have all the volumes listed in Altick/ Wright? (c) Two 1966 books on Faulkner deal with a similar aspect of his work; which does the editor seem to find more valuable?

5. You are trying to remember the historical source of a comment in your class notes that Nell Gwynn, the Restoration actress, did less well in tragic parts than in comic ones. In the first volume of The London Stage, 1660-1800 (Ref PN 2592 L6), you find what figure expressing this opinion? (If you already know, pretend you don't.)

6. The biographical dictionary included in the Library of Southern Literature (Ref PS 551 L5) makes this work especially useful for minor writers. What, in your opinion, is Anne Royall's major claim to fame? (Literary or other.) Notice that the Library is not a literary history but an anthology, primarily.

7. Louis D. Rubin, Jr., has edited A Bibliographical Guide for the Study of Southern Literature (Ref Z 1225 R8); how does the list of references he gives for James Dickey compare with than in Current Biography (Ref CT 100 C8), dealt with a few weeks ago, in the type of research source listed? (NOTE: U.R. gave an honorary degree to Dr. Rubin, one of the country's leading specialists in southern literature, at the June 1972 commencement.)

8. Many-volumned histories of British literature include the Cambridge History of English Literature (Ref PR 83 C22) and the Oxford History of English Literature (Ref PR 83 O8); both apportion sections to well-known authorities in various fields, but the OHEL is made up of entire volumes by individual authors while the CHEL has broken each volume into smaller sections and portioned out the sections. In Douglas Bush's OHEL volume (V) on the earlier seventeenth century, what does the bibliography of authors list as the standard edition of the poems of William Basse? (b) Take this question--on Basse--to Bateson's Guide to English Literature (Ref Z 1011 B32), used in Problem Sheet # 10; what difference do you find and (c) what is the fairly obvious moral to be drawn from this comparison?

9. In Clarence Gohdes' Bibliographical Guide to the Study of the Literature of the U.S. (Ref Z 1225 G6 1963), (a) how is the journal American Literature ranked as to value to the student? (b) What are two books listed on Negro poets in America? (NOTE: Boatwright's librarian, Mr. Kelly, is mention in Gohde's preface--p. ix--as a "wizard of the reference department" at Duke University Library.

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Bibliography and Research

Problem Sheet # 12
Due Dec. 7, 1972

ADVANCED RESEARCH

I have given the above label to these problems not because they are difficult but because the reference works concerned are most useful to students who already know something about the fields in which they are working.

1. The Cambridge Bibliography of English Literature (Ref. Z) is inclusive in primary material and oddly selective in critical material; it's easy to get off on the wrong foot with it. It is nevertheless indispensible in many fields. (a) According to the Index (vol. IV), where would you find the main listing for Richard Brinsley Sheridan? (b) The Supplement (Vol. V) has no separate index and one has to go by the category in which the main set places whatever or whomever you are looking for. On what page does the supplementary listing for Sheridan begin?

2. A new CBEL is in progress, having issued volumes two and three (Ref Z 2011 N45). The new series began with Vol. III; why? (Consult front matter.)

3. Compare the listings for George Bernard Shaw in the new and old Volumes III of the CBEL. How many more editions of Shaw letters are listed in the new CBEL? (Letters are categorized under "Sociological and Miscellaneous Writings" in the old CBEL.)

4. Charles Evans' American Bibliography and its many supplements (Ref Z 1215 E 92) list chronologically books, pamphlets and periodicals published in the United States. Where and when was the first American edition of Bunyan's Pilgrim's Progress published? (Use the index in vol. xiv.)

5. Consult Pollard and Redgrave's Short Title Catalogue (Ref Z 2002 P77) to find out which libraries possess a copy of the first edition of Richard Mulcaster's First Part of the Elementary (1582).

6. Pollard and Redgrave's list stops at 1640; who takes it up?

7. Consult Greg's Bibliography of the English Printed Drama to the Restoration (Ref Z 2014 D7 G78) for a list of editions of Marlowe's Dr. Faustus (index, Vol. IV). (a) What characteristics distinguish the third extant version of the play, and (b) in what libraries could you find a copy of this version?

8. Michael Sadleir's XIXth Century Fiction (Ref Z 2014 F4 S16) has the limitation of representing essentially one man's collection; it is most useful to collectors but has much information for the scholar. On what two kinds of grounds does Sadleir ascribe Sketches and Fragments and Journal of a Tour through the Netherlands to Paris in 1821 to Marguerite, Countess of Blessington?

9. How could you tell if a copy you had bought of Jack London's *The Call of the Wild* were a first edition? Consult Jacob Blanck, Bibliography of American Literature (Ref Z 1225 B55).

10. If you were working on Thomas Wolfe, what four collections of papers listed in the index of the 1969 volume of the National Union Catalogue of Manuscript Collections (Ref Z 6620 U5 N3) would probably be of interest to you?

TO: Dennis Robison

SUBJECT: Library Faculty Partnership Report

FROM: John Whelan

I. LIBRARY CENTERED TEACHING

A. Fall, 1974, Political Science 205 Project: Election Forecasting

1. Description

Class members were assigned different U. S. Senate campaigns to follow. Shortly before election day, the student forecasted the outcome for his particular race and developed a rationale to support this projection. The basis of the student's forecast was essentially twofold. First, prior campaigns were analyzed to determine important conditions affecting outcomes. Library resources utilized included relevant books and articles on electoral analysis in general and such aggregate data as election returns and census data on the makeup of the electorate. Second, the campaigns were monitored through available media so that the student could get some feel of the ongoing campaign - the candidates, the issues, media coverage, etc. To assist in this endeavor, the library ordered a major newspaper from each of the states covered for the last two months of the campaign.

2. Applicability of the Project

While the project was run in P.S. 205, it lends itself to any number of other political science courses. I intend to resume it with modifications in the American Presidency course during the Spring, 1976 semester. There the focus will be on the Presidential Primaries.

3. Justification of the Project

Obviously, elections are central to democratic politics and political science analyses. Not only are elections an integral subject of many political science courses, but their recurrent nature ensures that the Library acquisitions will have some enduring value. Since the 1974 Congressional Campaigns commanded so much public attention, from a student's point of view. they prove attractive course focal points. Forecasting also engenders class interest; for it is one thing to be an astute "Monday morning quarterback" and something else again to be a passable Jimmy the Greek. It also forces students to consider more carefully underlying factors influencing election results - factors which often transcend the campaign in question. In turn, the project serves as a good test of the student's ability to apply knowledge in an actual and uncertain situation. Without question the students achieve a better understanding of the election process in which, hopefully, they will be involved for the rest of their lives.

4. Teaching Strategy

For the most part I employed my usual course approach. However, since the students were expected to follow their races during the two months leading up to election day, I led off the course with a section on elections and campaigns. Normally, this would have come much later. Because the students were required to heavily utilize the library, and since this was an introductory course largely populated with freshmen and sophomores, a special effort was made to orient the students to the Library and to provide additional reference assistance. Specifically a checklist of relevant sources was provided. Shortly after the outset of the course, Mrs. Duval conducted a class orientation to the Library to familiarize students with relevant materials, their location and use. Approximately two weeks before the due date reference librarians were brought into the classroom for a "rap" session on general research problems encountered. In addition to my normal office hours I scheduled, with increasing frequency as election day drew nearer, regular periods of time in the Library where I was available for consultation.

5. Special Election Eve Class Meeting

The culmination of the project was a special meeting held at a University fraternity Lodge. The session provided each student some opportunity to demonstrate his hard-earned expertise. In having to predict their races and defend their positions, the students rather than the professor became the focal point of the evening's activities. Collectively, the class was "prepped" for the coming elections - much more so than any formal class briefing could do. At the minimum, the class session was "different" in the time, place and atmosphere which assured more informality in the students' dealing with their peers and professor than the standard classroom approach permits. Since a "keg" and other refreshments were on hand, it also provided a "fun" session to climax a demanding term project for an introductory course.

6. Student Evaluations

Attached is that portion of the student course evaluation having to do with the project.

B. Spring 1975 and Fall 1976 Efforts

While the forementioned project was my major library centered teaching effort, I engaged in two other lesser projects. During the Spring 1975 term P.S. 206 (Introduction to Political Problems) students were given the option of having their grade based on either the usual tests or a major course project. About a third of the class elected the latter. Basically this project was run in the conventional manner. A student picked a political problem of interest to him, consulted with me on approaching his subject, and submitted written and oral progress reports as well as the final paper, primarily based on library research. Since student evaluations are not yet available, it would be premature to draw any final conclusions. However, a few tentative observations can be made. For the better student this option afforded an opportunity to individualize an introductory course. Even for the best students one of the requirements, relating their work to the general thrust of the course, proved most difficult. For the poorly motivated student, the freedom of independent work proved disastrous.

In conjunction with Jim Jackson I have begun planning for a major Fall 1975 Library centered project to be run in my Legislative Process course. One objective is to have developed by the outset of the course a "Boatwright Library Guide to the Study of Congress." Work will be continued on this objective during the summer.

II. COLLECTION DEVELOPMENT

A. Periodicals

During the Fall semester, a survey of the political science periodical holdings was conducted. Among the sources consulted to provide guidance for the survey were Farber's Classified List of Periodicals for the College Library, Katz's Magazines For Libraries and ABC POL SCI. The results of the survey were circulated within the Department and members in their respective areas targeted periodicals to be initiated and/or back filed. This plan for acquisition is now being implemented. See the attached sheet for a list of those periodicals.

B. Books

On an experimental basis the Department has begun to assess the utility of ordering from Blackwell North America's computerized book selection lists. Subject profiles covering the Department's curriculum needs were developed and computer printouts in those areas have begun to arrive. Thus, one of the first objectives in the fall will be to follow up on this project.

Choice's "Opening Day Collection" of political science related works was checked against current holdings and the relatively few gaps were identified and acquisition orders filed.

C. Weeding

An effort was made to weed part of the political science book collection. Attention was focused only on the Dewey Decimal portion of the collection since that contained the older works. Specifically the following sorts of publications were weeded:

1. Old textbooks
2. Older editions of a title, if the more recent edition was available
3. Multiple copies of older works which had not circulated within the last five years

If time had permitted a more thorough weeding would have been desirable. Fortunately Political Science is one of the newest departments on campus and thus is most likely in less need of this sort of process.

III. PROGRAM EVALUATION

A. Library Centered Teaching

This aspect of the program should clearly be the number one priority. At times this year it seemed as if this was not the case. I was led to understand this feature is what distinguished our grant from others in the national program. In any case this teaching orientation clearly lends itself to supporting the stated faculty and administration goal of making the University a first rate teaching institution. Thus it was disturbing to hear one faculty participant this year and another for next year express fundamental confusion as to what library centered teaching entailed. In one sense this may suggest the need in the program for better faculty orientation and in service training. On the other hand, perhaps the recruitment process broke down. Ultimately, teaching is a very individualized pursuit. In the context of our program the Librarians, staff, materials, etc., are resources to be exploited by the faculty participants "doing their own thing" in their respective discipline and courses. If the faculty participant is unclear as to how these resources can be effectively utilized to support his teaching, then who is? Finally, since the faculty members are being released half time to participate in this program, they should be formally evaluated on their overall performance with first priority given to their Library centered teaching record. Specifically, I would strongly request that the Librarian do this with respect to my year's service in the program and that the results be forwarded to Dr. Outland and Dean Warren.

Personally, the reduced teaching load enabled me to do things this year that I would not otherwise have been able to do. First, it afforded me the opportunity in the first semester project to give extensive individual research attention to a large (70 students) introductory class. In turn, the quality of their performance proved that introductory students are quite capable of doing outstanding library research, if given sufficient guidance and support. Second, the program provided me with a chance to develop and refine a number of things which will stand me in good stead in the future - working relationships with key library personnel, library oriented teaching techniques and other project ideas. In the future, as I stated earlier, I intend to rerun the major project in upper division courses, mainly because I do not have the time at the introductory level with the sizeable enrollments. No doubt some sort of audio tutorial approach could remedy in part this problem. However, if I continue to require a major written report, this approach is not going to relieve me of the most time consuming and difficult part of the project - evaluation which entails more than just grading. Perhaps, a redesign of the project where only some of the objectives are met would be a partial solution at the introductory level.

B. Collection Development

Without question the partnership program offers a golden opportunity for the individual faculty member to improve the Library's holdings and services in his and his department's area of interest. Of course, if the program is not successful in diversifying its faculty makeup, this could be a liability as the interested members and departments benefit at the expense of others.

I think there is, and increasingly will be, a temptation to stress innovation in the collection development area at the expense of the teaching objective, what with the new library, large budgets, new Library personnel and more to come. Moreover, it is easier for both librarians and faculty to make an evident contribution in this area than in the classroom. Thus, new collection development efforts should be weighed carefully as to their relative impact on the program's objectives.

C. Program Attractiveness

I think the best compliment that I can pay the program is that after having spent a year in it, I have no regrets and would readily participate for another year, if I could pull it off. I am continually mystified as to why there isn't more faculty interest. Somehow the recruitment effort has to be improved. Among other things, consideration should be given to exploring interest in departments undergoing self study. Individually and collectively those departments should be ripe for innovative programs.

P.S. 205 Course Evaluation

SECTION IV Course Project. Circle one response for each question.

1. The instructor's objectives for the project were made clear.

NA	SA	A	D	SD
0	59%	38%	3%	0

Comment:

2. The instructor provided sufficient guidance on how to do the project.

NA	SA	A	D	SD
0	57%	35%	8%	0

Comment:

3. The instructor made clear to students how they would be evaluated on the project.

NA	SA	A	D	SD
0	62%	38%	0	0

Comment:

4. During the course of the project, the instructor was readily available for consultation with students.

NA	SA	A	D	SD
1.5%	62%	37%	0	0

Comment:

5. The Library resources were sufficient to do my project.

NA	SA	A	D	SD
0	21%	56%	16%	6%

Comment:

6. The Library staff provided adequate assistance during the course of the project.

NA	SA	A	D	SD
5%	27%	60%	8%	0

Comment:

7. My interest in American politics has been stimulated by this project.

NA	SA	A	D	SD
3%	27%	62%	6%	2%

Comment:

8. What I learned from the project outweighed the time and effort I put into it.

NA	SA	A	D	SD
2%	25%	37%	29%	8%

Comment:

9. The professor graded my paper fairly.

NA	SA	A	D	SD
2%	37%	48%	13%	0

Comment:

10. The instructor made helpful comments on my paper.

NA	SA	A	D	SD
5%	33%	57%	5%	0

Comment:

11. The class format for the Special Sunday Night election eve meeting is worth repeating.

NA	SA	A	D	SD
3%	56%	34%	6%	0

Comment:

12. Overall, such projects should be repeated in future years.
Comment:

0	44%	48%	6%	2%
NA	SA	A	D	SD

Additional comments can be made in the space below.

REPORT OF ROBERT S. ALLEY
Library Faculty Partnership, 1974-75

During the past academic year I have participated in several significant projects in connection with the Library Faculty Partnership.

1. During most of the fall semester I was involved in the weeding of the Solon Cousins Library, consisting of several thousand volumes. This was a major undertaking which resulted in the discarding of approximately 60% of the materials left to the library by Dr. Cousins. The remaining 40% have been fed into the cataloging process and will appreciably enhance the religion holdings of the Boatwright Library.

2. I sought to eliminate duplicates and outdated materials from the permanent holdings in religion. This activity resulted in very little change since there were few duplications and the vast majority of our holdings are still desirable on the shelves.

3. In cooperation with Professor Frank Eakin, I helped develop a pilot project in the humanities that would utilize the full capacities of the projected learning resources division of the library. The full description of this project is on file in Mr. Robison's office. Dr. Eakin and I are still seeking sufficient funding to begin this undertaking. We both regret the failure of funding for this present summer which we had hoped for.

4. I sought to find alternative means of employing the library in the teaching of Religion 252. In all candor, this proved less than rewarding. I have expressed my concerns on this matter in meetings of the Library Faculty associates.

5. I provided the library a list of needed back numbers of periodicals which have resulted in an up-grading of that dimension of library activity in religion.

6. I became conversant with the responsibilities of the library representative from our department and have made effort to improve the collection in cooperation with Miss Lund. Since her arrival a great deal more order has been injected into the process.

I have learned a great deal about the library and its functions and I can say that the year has been highly beneficial to me both in personal relationships established with library personnel and in regard to an increased knowledge of the library's capabilities.

University of Richmond, Virginia 23173

Department of Biology

June 15, 1976

TO: Dennis Robison

FROM: Howard M. Smith

RE: Library Faculty Partnership Report, 1975-1976

Introduction

During the academic year of 1975-1976, I was involved in analyzing the present course in Introductory Biology (Biology 101-102) offered at the University of Richmond. This was made possible by release time under the terms of a Library Faculty Partnership Grant.

The primary objective of the study was to develop a course in Biology 101-102 which would make the student more aware of the resources in science available to him in the University of Richmond Library and how best to obtain and utilize those resources. Secondly, the library holdings in the biological sciences were examined very critically to determine if they were adequate for teaching such a course.

Part I. Course Development

Presently, the course in Biology 101-102 is taught by all members of the staff in the Biology Department. It is divided into three one-hour lecture sessions and one three-hour laboratory per week. The same professor does not always teach both lecture and laboratory sessions in the same semester and even if he did, there is no attempt to see that the same student has the same professor for both laboratory and lecture.

The same textbook is used in all lecture sections, although this text may vary from year to year. The same laboratory manual is used every year and was written by the staff of the Biology Department. At the beginning of each semester, a schedule of the laboratory exercises is published and every lecture professor attempts to correlate his lecture subjects to that schedule. Ideally, under this system, the student hears at least one lecture and any given subject before he has a laboratory exercise on it, although this does not always occur.

Biology 101-102 is open to both majors and non-majors and probably more non-science majors elect to take biology to fulfill the eight hour science requirement for the B.A. and B.S. degrees than any other science. The questions we must ask is what do we want to present to the liberal arts student in an introductory biology course which would at once provide the major with a firm foundation for upper-level courses and also justify requiring every student, regardless of major,[1] to take eight hours of science.

I have been critical of the present Biology 101-102 course because it does not provide any satisfactory answer to this question. As it is now structured, a student is presented with a body of "facts" in each lecture and then sent to the laboratory to have those facts empirically demonstrated to him. For example, in lecture we present the "fact" that the earthworm has five pairs of hearts and then in the laboratory require the student to dissect the earthworm and count the hearts! This abecedarian system, particularly the laboratory part of it, cannot be stimulating even to the most interested major, much less to the non-major. The laboratory has no real scientific or pedagogical value here; it is as if we are saying, "If you don't believe me, go and look for yourself." The student, however, even when told to look, is given step-by-step instructions as how to proceed. Soon a deadly routine is established; hear it in lecture, see it in lab, repeat it on an examination. The student is locked in to what the text says, what the professor presents and what he reads in the lab manual. The major gets very little that he will not have repeated in upper-level courses and the non-major takes away nothing except the number of hearts possessed by the earthworm. Certainly, there is little opportunity for much library use in this course and I maintain that there is even less opportunity for intellectual stimulation of students.

As an alternative, I have proposed reorganizing the course in the following way:

The lecture half would remain substantially the same. The major topics which are presented in most general biology courses would remain unchanged. This would enable the student, particularly the major, to get some notion of the "facts" of the science; the "state of the art".

It is in the laboratory part that the most radical changes would occur. Instead of a highly structured laboratory with detailed instructions for the student to follow in a specified period of time, the laboratory would remain open every day, all day. At the beginning of the semester, the student would get a somewhat structured mini-course of from two to three weeks duration concerning the use of essential equipment for biological investigations. The student would then be asked to choose a problem to be investigated and the entire rest of the semester his laboratory time would be devoted to that investigation.

---

[1] Student planning to get a degree in business are not required to take science.

Of course, the professor would have to be consulted in the choice of the problem to make sure that it was a reasonable one given the equipment and time available. The professor might also suggest problems of their own. Quite regardless of how the student got the problem, the very first thing he would have to do would be to ascertain what had previously been done on that question and the only way to do so would be to utilize the library and the biological literature.

The problems which the student would be permitted to investigate should not be limited to those requiring the laboratory as the sole tool. Searching for both historical and philosophical problems should be encouraged to enlighten the student to the ways in which science has altered the past and influences the present. Here, the library would be the major research tool and the laboratory a secondary one.

This approach would be of lasting value to all liberal arts students regardless of major. For only in this way can any real appreciation of the way science operates, the questions which can be asked of it, and the limitations to the answers forthcoming from science be gained. This is what we must expect the student, required to take eight hours of science, to carry away with him. Lists of "facts" and contemporary theories, however excitingly presented, cannot do this. The investigative process is not learned from books; it is learned empirically and while the course as it is presently offered presents the "facts", it almost totally disregards the process utilized in obtaining those facts. In short, it neglects the most exciting part of science itself.

A further value in the open laboratory approach is that it need not be confined to biology. Any science taught at any level can utilize it to its and the students' advantages.

This concept of the open laboratory, except for the inclusion of historical and philosophical problems, was not original with me. It has been previously investigated by the Committee on Undergraduate Education in Biology in a thorough and extensive manner. The results of this study were published in their booklet entitled Biology in a Liberal Education and was used freely in this report.

Since the Department of Biology was examining the Biology 101-102 course in light of the facilities to become available in the new science building at the same time I held the Library-Faculty Partnership Grant, we collaborated to invite Dr. Helen Funk of Goucher College to the University. She was instrumental in developing the concept of the open laboratory and has utilized it in the introductory biology courses at Goucher College for a number of years. Dr. Funk spent two days in the Biology Department explaining the details of operating an open laboratory and talking with faculty members. Her visit was paid for by the Faculty Development Committee.

Part II. Collection Development

The existing biological collection was checked using *Guidelines and Suggested Titles for Library Holdings in Undergraduate Biology.* Our present holdings compare extremely favorably with the recommended titles in this publication. Most serious omissions occur in the history of science and in plant taxonomy, but both areas have been substantially increased over the past year. Our journal holdings far excel those recommended by the *Guidelines* and gaps in book collection probably represent teaching and research biases rather than oversights.

My participation in the Library/Faculty Partnership Program during 1975-76 has been an extremely rewarding experience. I am convinced that I have derived significant benefit from it, and that - even more importantly - my colleagues and students will also benefit from my involvement.

Although the "nuts and bolts" of my project discussed below have been rather successfully completed, I am very much aware that a great deal of the benefits which I derived are human benefits, i.e., those associated with a clear understanding and appreciation of the efforts of my faculty and library colleagues involved in the program. During my infrequent moments of cynicism regarding higher education as it is known locally, I can recall the genuine concern with which we all approached the L/F P. These recollections help me to return to a real world in which people care. This kind of benefit is of extreme importance to me, and I am essentially distrustful of those who deny its existence.

My project involved re-designing the Introductory Sociology course in order to get students more centrally involved with the library. This was to be done through two main avenues:

1) The preparation of reading materials, xeroxed and housed in the library, to serve as the basis for class discussions and as the "core text."

2) The preview of audio-visual materials to yield a more-or-less integrated series of materials relevant to traditional topic areas in an introductory course.

The first of these was completed rather quickly with the assistance of all members of the Sociology Department. Each member was asked to submit suggested readings in his/her areas of specialty. Suggestions were then screened and duplicated. Obtaining materials was easy. The major problem remains, however: how do we transfer the students' emphasis from the recognition that materials are in the library to the more complete use of the library?

Additionally, departmental teaching loads and introductory class sizes presently preclude optimal use of the course as designed, since small rather than large sections would be essential. It is not possible for two sections of Introductory Sociology to have 10 to 15 students while the other eight sections average 40. Such simple draw-backs, I feel, reflect the difficulties faced when courses are ideally designed to be used in a more realistic setting. Sociologists are aware, as are others, that the ideal and the real rarely coincide.

The second "avenue" - the audio visuals - has yielded great results. During the academic year, some 45 items were previewed. Suggestions for previewed materials came from all departmental members. About one-half of the items were determined to be suitable. In addition to the introductory course, materials have been located that will be used for Race and Culture, Population, Marriage and Family, Gerontology, Industrial Sociology, The City, Contemporary Urban Issues, and Collective Behavior.

Learning how to locate materials, how to operate equipment, and how to arrange showings have proven tremendously valuable. What was once a rather mysterious area to be avoided - The Learning Resource Center (and A-V generally) - has become a central area for our department. Indeed, I plan to prepare a slide-tape presentation on the use of the Sociological Abstracts, and Dr. Sartain is seriously considering a major slide-tape series for the new course in New Towns.

I am convinced that my new interest in unwritten library materials, coupled with the improved access and placement of those materials with regard to written materials will have a significant impact on my courses.

In summary, I am grateful for the opportunity to participate in the L/F P. I will encourage others to do so, and I will encourage the development of an on-going L/F P beyond program expiration. I appreciate the assistance and cooperation of all who helped me, especially the efforts of Jim Jackson and Terry Goldman.

Henry Stewart

University of Richmond, Virginia 23173

Richmond College
Department of English

April 14, 1976

REPORT ON LIBRARY-FACULTY PARTNERSHIP PROJECT, 1975-76

by Alan Loxterman
Department of English

During the fall semester I spent much of my time reading articles and books on the application of audio-visual materials to English courses and examining catalogues of the slides, films and filmstrips currently available commercially. I could find very few audio-visual materials suitable for our college composition courses, but with Terry Goldman's help I did arrange to preview as many programs as the companies would provide on a trial basis. I did find many more slide and filmstrip programs which were applicable to the literary content of Freshman composition courses and colloquia, however, so I arranged to preview those as well and have recommended a number for purchase. For such previews I tried to include other members of the department in order to get their reactions and to encourage broad departmental use of whatever programs were purchased by the Learning Resources Center.

In the spring semester I purchased (with funds for which I had applied to the Faculty Support/Development Committee since there was no Learning Resources Center budget yet) a series of filmstrips with which to begin a self-teaching program in college composition. Prior to this I had purchased another filmstrip on paragraphing with Library-Faculty Partnership funds, so I decided to make a cassette tape soundtrack for that which would coordinate it with the rest of the composition series of film strips. If this worked well, then I (or someone else) could design other soundtracks to accompany the rest of the filmstrip series covering other aspects of composition (outlining, sentence structure, style, etc.). Terry Goldman warned me in advance, but I still cannot believe how much time it takes to construct a co-ordinated soundtrack that will enhance a half-hour filmstrip. No wonder so few of the commercial publishers have attempted it! I hoped to do two or three but (with two more weeks of further effort) I will have completed one soundtrack, together with written exercises to be completed by the student, for a filmstrip on developing paragraphs.

Next year I will test the effectiveness of this audio-visual program by referring students having trouble with paragraphing to the Learning Resources Center to work with my cassette-filmstrip. They will then send the written exercises which accompany the filmstrip to me (or to whatever other colleagues I can persuade to adopt the same procedure). I regard this as an interim measure, however, since I believe such a self-teaching tape and filmstrip program should eventually become an integral part of a more comprehensive interdisciplinary writing laboratory within the Learning Resources Center, as described in the ADE Bulletin, 6 (Sept. 1975), 32-43.

University of Richmond, Virginia 23173

UR

Richmond College
Department of English

Despite the inevitable feeling that there remains so much more to be done in the application of audio-visual techniques to composition, I feel pleased to have made a beginning. Given the nature of my project, Terry Goldman has of course, been of invaluable assistance. But being in the Library-Faculty Partnership has enabled me to know other members of the library staff better, as well. Special thanks go to Dennis Robison and Ernest Bolt for making this project so effortless for the faculty administratively. I have filled out more forms to buy two dollars worth of flashlight batteries than I did to obtain 6 hours worth of released time for this project. May it serve as an administrative model for future projects involving the faculty! I feel that this year's participation in the Library-Faculty Partnership has been worthwhile in ways that will continue to enrich my teaching.

University of Richmond, Virginia 23173

UR

Department of History

May 5, 1977

Mr. Dennis E. Robison
University Librarian
Boatwright Library
University of Richmond, Virginia 23173

Dear Dennis:

Finally, I am getting around to sending you the results of a student evaluation of the library project I required in my History 116, "Development of Modern European Civilization Since 1800," during the spring semester of 1976 when I was participating in the Library-Faculty Partnership Program. I hope it isn't too late to be of some use to you.

There were 31 students enrolled in the course -- 21 were freshmen, 6 were sophomores, 2 were juniors, and 2 were seniors. All were required to do a topical reading project on a subject of their choosing -- see Appendix II of my April 13, 1976, report on the Library-Faculty Partnership Program for the written instructions I distributed to the class. At the end of the semester I asked students to complete a course evaluation questionnaire, Part IV of which contained questions relating specifically to the reading project. Twenty-nine students returned completed questionnaires. I am sending you Part IV with composite responses, which I think reflect a very positive reaction to the project. I required a similar project during the fall semester, 1976, in History 115, "Development of Modern European Civilization, 1450-1800," and, while I did not circulate a questionnaire comparable to Part IV, I have reason to believe that students generally responded positively to the assignment.

In closing, let me say again that I found the Library-Faculty Partnership Program very beneficial. I hope that it will be possible to continue it beyond the duration of the original grant.

Cordially,

John

John L. Gordon, Jr.
Assistant Professor of History

JLG:ncj

April 23, 1976

TO: Dennis E. Robison, University Librarian

FROM: John L. Gordon, Jr., Assistant Professor of History

SUBJECT: Participation in the Library-Faculty Partnership Program

I. LIBRARY ORIENTED TEACHING

A. History 115-116, "The Development of Modern European Civilization"

The library oriented teaching aspect of my participation in the program focused on History 115-116. My instructional methods for these courses, until this year, consisted of a combination of assigned reading in a text and supplementary paperbacks; discussion of assigned materials; informal lectures; use of audio-visuals such as filmstrips, films, and slides; and in-class tests. Students made little, if any, use of the library and were given no encouragement to pursue individual interests or explore intensively historical issues. For several years, I have recognized the need for adding these dimensions to 115-116, but was reluctant to do so because of inadequacies in the library's facilities and collection, and my inability to direct and evaluate the work of some 90-100 students (until recently I usually taught three sections of approximately 30 students each) per semester. Independent, in-depth projects have now become feasible with recent improvements in the European history collection; prospects of the new library facilities, including the learning resources center; and reduction in my 115-116 student load.

I approached the task of introducing individualized learning opportunities to 115-116 students with both the present and future in mind. I tried to learn about teaching techniques and innovative student projects that are being used by historians at other colleges and universities. I found such journals as the History Teacher, AHA Newsletter, and the Library-College Experimenter helpful in this regard. I sought to familiarize myself more thoroughly with the history collection beyond my own fields of special interest, and developed some sample topics and reading lists for students (e.g., see Appendix I).

I also tried to make a modest beginning with my students this year. I had one section (31 students) of History 115 in the fall semester, and one section (31 students) of 116 in the spring term. The basic instructional methods were retained in both courses, but the paperback assignments were reduced somewhat and each student was required to do an individual topical reading project. In the fall, after giving the students some instructions regarding the project, I invited Mr. Jim Jackson, Reference Librarian, to the class to assist with library orientation (he used, among other things, the slide/tape package developed by the Library-Faculty Partnership Program in 1974-75). The students began work, most with assistance from either reference librarians or me, and presented papers in mid-November. In general, I was encouraged by the results. Many students (I would estimate 40 percent of the class) approached the projects with enthusiasm, developed well-conceived topics (e.g., the political philosophy of Machiavelli, the inventions of Leonardo da Vinci, the Thirty Years' War, the nature of sixteenth century Calvinism, the causes of the German reformation), selected materials wisely, made use of both primary and secondary sources, and presented quality papers. Another group of approximately equal size did satisfactory work. The remaining group (some 15-20 percent) did poorly -- some probably because of lack of interest and effort; others because of inadequate guidance in topic and materials selection. This semester, in 116, I provided the students with more detailed written instructions regarding the project (see Appendix II) and required each student to see me during the time in which he was selecting his topic and materials. I also provided alternatives to the written form of reporting (see Appendix II) which was required of all students in the first semester. At this time, I have no way to evaluate the results of this semester's projects which are still in progress, but I am confident there are fewer directionless students than last semester. I plan to have the class complete a course survey at the end of this semester which should assist in evaluating the project.

I believe a significant number of students have appreciated pursuing topics of their own choosing and have learned more than they would have from additional reading in assigned paperbacks. Furthermore, the projects have had the added dividend of helping students become familiar with the library early in their college careers. In future years, I intend to increase the magnitude of individual library projects in relation to the other work of the courses.

B. Other Courses

The released time afforded by the program enabled me to improve library related projects for my other courses this year -- History 349, "Georgian Britain, 1714-1832," in the fall and History 510, "Topics in Modern British History," in the spring. During the fall, I revised and expanded an earlier handlist of basic materials for the study of modern British history (see Appendix III). I was also able to improve my knowledge of the library's holdings in the British fields and, thus, give better bibliographic guidance to students in these advanced classes.

II. COLLECTION EVALUATION/DEVELOPMENT

I have attempted to identify the collection's strengths and weaknesses in the fields of eighteenth, nineteenth, and twentieth century British history and the British Empire-Commonwealth, especially Canada, India, and Ireland. I was ably assisted in this endeavor by Miss Kathleen Francis, Reference Librarian, and used such guides as Books for College Libraries, vol. 3: History, 2nd edition (1975); Choice; John Flint, Books on the British Empire and Commonwealth (1968); and William J. McAndrew and Peter J. Elliott, Teaching Canada: A Bibliography, 2nd edition (1974). Collection evaluation resulted in better use of my purchase funds this year and will continue to be helpful in future years.

During 1974-75, I assisted in establishing University of Richmond association with the Program of Canadian Studies at Duke University. Association brought $750 for library purchases in Canadiana this spring, and more money should be forthcoming next year. The Library-Faculty Partnership Program gave me time to assess what we have on Canada and develop a want list that far exceeded what the original $750 could cover.

In March, Miss Francis and I weeded the British history collection (941's, 942's, and DA's). We removed mainly multiple copies of older texts and older editions of a title. We approached the task cautiously, perhaps excessively so. I must confess to have felt somewhat uncomfortable eliminating books from a collection I have been working to build since I came to the University in 1967.

III. OBSERVATIONS

Participation in the program has been of substantial benefit to me, not only in the ways described in Sections I and II, but also in my becoming better acquainted in a general way with the library -- its collections, services and staff. I have found the latter to be most cooperative and professional. With my year of participation in the program coming to a close, I regret only that I too frequently found myself lacking the time to do what I wanted in the way of library related work. I regret, especially, that I never had an opportunity to attend an off-campus library oriented workshop or meeting for which program funds were available. I think care should be taken to release participants not only from a portion of their teaching duties, but also from some of their committee and departmental responsibilities.

In concluding, I would like to say that I found the program an enjoyable, stimulating, worthwhile faculty enrichment opportunity. I believe my participation will bear positive results in my classes for the next several years. I would welcome a chance to work in the program again.

Respectfully submitted,

John L. Gordon, Jr.

APPENDIX I

HISTORY 116 TOPIC EXAMPLE

General Topic: Winston Churchill

Suggestions for Specific Churchill Topic: Choose one or develop your own -- the possibilities are virtually limitless.

The experiences of Churchill's early life (to 1900) -- how did those experiences affect his subsequent career?
Churchill as a historian
Churchill and the Royal Navy
Churchill as a politician -- what was his relationship with the Conservative and Liberal parties?
Churchill and World War I -- what roles did he play during the war? how did the war affect his political career?
Churchill and appeasement during the 1930's
Churchill's leadership during World War II
Churchill's attitudes and policies toward the Soviet Union
Churchill's attitudes and policies regarding the British Empire
Churchill and the development of the British welfare state

Materials for Study:

General Works: Begin your study by reading one of the following.

Schoenfeld, Maxwell. Sir Winston Churchill: His Life and Times (1973)
Stansky, Peter (ed.). Churchill: A Profile (1973)

Specialized Works: Read what one of the following has to say regarding your specific topic.

Pelling, Henry. Winston Churchill (1974)
Churchill, Randolph. Winston S. Churchill: Youth, 1874-1900 (1966)
Churchill, Randolph. Winston S. Churchill: Young Statesman, 1901-1914 (1967)
Gilbert, Martin. Winston S. Churchill: The Channenge of War, 1914-1916 (1971)
Gilbert, Martin. Winston S. Churchill: The Stricken World, 1916-1922 (1975)
Gilbert, Martin (ed.). Churchill (1967)
Ashley, Maurice. Churchill as Historian (1968)
Mowat, Charles L. Britain Between the Wars, 1918-1940 (1955)
Gretton, Peter. Winston Churchill and the Royal Navy (1969)
Lewin, Ronald. Churchill as Warlord (1973)

Churchill's Works: Read selections from what Churchill wrote and said regarding your specific topic.

Churchill, Winston S. A Roving Commission: My Early Life (1930)
Churchill, Winston S. The World Crisis, 5 vols. (1923-29), Covers World War I
Churchill, Winston S. The Second World War, 6 vols. (1948-53)
Churchill, Winston S. Complete Speeches, 1897-1963, 8 vols., edited by R. R. James (1974)

Tape: Listen to the following discussion of Churchill by contemporary British scholars.

"Churchill," Sussex Tapes International, BFA Educational Media

APPENDIX II

HISTORY 116
Section 1

Gordon
Spring, 1976

INDIVIDUAL TOPICAL READING PROJECT

Selection of Topic: You are to choose, in consultation with the instructor, a topic revolving around some personality, event, movement, theme, era, region, etc., in European history between approximately 1800 and the present. Cautions: (1) select a topic that is of special interest to you; (2) be sure to pick a topic for which there is ample material available; and (3) be careful to choose and define a topic sufficiently narrow to be manageable. Give consideration to your project and do some checking for materials in the library (feel free to consult the reference librarians if you need assistance) between now and March 18. Be prepared to discuss your project with me between March 18 and 26.

Reading: A minimum of 350 pages is required for your project. When possible, your reading should include a combination of both secondary materials (relatively recent historical scholarship) and primary materials (autobiographies, memoirs, journals, diaries, letters, and other writings contemporary with the topic under study). Choose materials with discretion -- they are the most important factor in determining the success of your project.

Reporting: You may report upon your work in one of several ways, including:

(1) A written report, which should be in proper grammatical style and within the range of from three to six double-spaced typed pages, or from six to ten hand written pages done neatly and in ink. The report should include a synopsis of your topic and findings, a review and assessment of the materials used, and an indication of the pages read.

(2) An oral interview (examination) with the instructor.

Please indicate to the instructor the type of report you plan by March 26. All reports, written or oral, must be completed by Tuesday, April 20.

APPENDIX III

SELECTED BASIC MATERIALS FOR THE STUDY OF BRITISH HISTORY

Research Aids

Bibliographies:

Elton, Geoffrey R. Modern Historians on British History, 1485-1945: A Critical Bibliography, 1945-1969 (1971)

Winks, Robin W. Historiography of the British Empire-Commonwealth (1961)

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Writings on British History, 1901-1933, 5 vols. (1968-70). Lists materials relating to British history from 400 to 1914, published in the years 1901-1933. Vols. IV and V cover the period, 1714-1914.

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Webster's Biographical Dictionary

Sedgwick, Romney. The House of Commons, 1715-1754, 2 vols. (1970)

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Valentine, Alan. The British Establishment, 1760-1784: An Eighteenth Century Biographical Dictionary, 2 vols. (1970)

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Steinberg's Dictionary of British History, 2nd ed., edited by S. H. Steinberg and I. H. Evans (1970)

An Encyclopedia of London, 3rd ed., edited by William Kent (1970)

Webster's Geographical Dictionary

Guides:

Powicke, Frederick M. Handbook of British Chronology, 2nd ed. (1961)

Guide to the Contents of the Public Records Office, 2 vols. (1963)

Ford, Percy. A Guide to Parliamentary Papers, 3rd ed. (1972)

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Parliamentary History of England, 1066-1803, 36 vols., edited by William Cobbett (1806-20)

Great Britain: Foreign Policy and the Span of Empire: A Documentary History, 1689-1971, 4 vols., edited by Joel H. Wiener (1972)
Great Britain: The Lion at Home: A Documentary History of Domestic Policy, 1689-1973, 4 vols., edited by Joel H. Wiener (1974)

Statistical Handbooks:

McCalmont's Parliamentary Poll Book: British Election Results, 1832-1918, 8th ed., edited by F. H. McCalmont, J. Vincent, and M. Stenton (1971)
British Parliamentary Election Statistics, 1918-1970, 2nd ed., edited by Frederich W. S. Craig (1971)
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Albion
American Historical Review
Canadian Historical Review
Economic History Review
Eighteenth Century Studies
English Historical Review
Journal of British Studies
Journal of Modern History
Scottish Historical Review
Victorian Studies

Newspapers:

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Hall, Walter P., Robert G. Albion, and Jennie B. Pope. A History of England and the Empire-Commonwealth, 5th ed. (1971)
Lunt, W. E. History of England, 4th ed. (1957)
Smith, Goldwin. A History of England, 3rd ed. (1966)
Webb, Robert K. Modern England: From the Eighteenth Century to the Present (1968)
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Multi-Volume Sets:

"Oxford History of England," 15 vols.
    Williams, Basil. The Whig Supremacy, 1714-1760, 2nd ed. (1962)
    Watson, J. Steven. The Reign of George III, 1760-1815 (1960)
    Woodward, Ernest Llewellyn. The Age of Reform, 1815-1870, 2nd ed. (1962)
    Ensor, Robert C. K. England, 1870-1914 (1936)
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- *Plumb, J. H. England in the Eighteenth Century, 1714-1815 (1950)*
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- Marshall, Dorothy. Eighteenth Century England (1962)
- Briggs, Asa. The Making of Modern England, 1783-1867: The Age of Improvement (1959)
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- Owen, John B. The Eighteenth Century, 1714-1815 (1975)
- Beales, Derek. From Castlereagh to Gladstone, 1815-1885 (1969)
- Pelling, Henry. Modern Britain, 1885-1955 (1960)

"A History of England," 4 vols., edited by Lacey Baldwin Smith
- Willcox, William B. The Age of Aristocracy, 1688-1830, 2nd ed. (1971)
- Arnstein, Walter L. Britain Yesterday and today, 1830 to the Present, 2nd ed. (1971)

"Mentor History of England," 5 vols.
- Harris, R. W. A Short History of Eighteenth-Century England (1963)
- Derry, John W. A Short History of Nineteenth-Century England (1963)
- Jarman, T. L. A Short History of Twentieth Century England, 1868-1962 (1963)

"The Borzoi History of England," 5 vols., edited by Arthur J. Slavin
- Straka, Gerald and Lois. A Certainty in the Succession (1973)
- Conacher, J. B. Waterloo to the Common Market (1975)

"The Harbrace History of England," 4 vols., edited by John M. Blum
- Harrison, John F. C. The Birth and Growth of Industrial England, 1714-1867 (1973)
- Stansky, Peter. England Since 1867: Continuity and Change (1973)

Eighteenth Century:

Green, V. H. H. The Hanoverians, 1714-1815 (1948)
Jarrett, Derek. Britain, 1688-1815 (1965)
Lecky, W. E. H. History of England in the Eighteenth Century, 8 vols. (1878-90)
Plumb, J. H. The First Four Georges (1957)

Nineteenth Century:

Halevy, Elie. A History of the English People in the Nineteenth Century, 6 vols. (1924-1952)
Marriott, J. A. R. England Since Waterloo (1922)
Trevelyan, George M. British History in the Nineteenth Century and After, 1782-1919 (1922)
Wood, Anthony. Nineteenth Century Britain, 1815-1914 (1960)

Twentieth Century:

Havighurst, Alfred F. Twentieth-Century Britain, 2nd ed. (1966)
Mowat, Charles L. Britain Between the Wars, 1918-1940 (1955)
Reynolds, E. E. and N. H. Brasher. Britain in the Twentieth Century, 1900-1964 (1966)
Seaman, L. C. B. Post-Victorian Britain, 1902-1951 (1966)

Constitutional and Legal History:

Keir, David L. The Constitutional History of Modern Britain Since 1485, 8th ed. (1966)
Maitland, Frederick W. The Constitutional History of England (1908)
Williams, E. N. The Eighteenth Century Constitution, 1688-1815 (1960)
Holdsworth, W. S. History of English Law, 9 vols. (1903-1926)

Economic and Social History:

"English Life Series," edited by Peter Quennell
 Williams, E. N. Life in Georgian England (1962)
 White, R. J. Life in Regency England (1963)
 Reader, W. J. Life in Victorian England (1964)
 Seaman, L. C. B. Life in Britain Between the Wars (1970)
Trevelyan, George M. English Social History (1942)
Gregg, Pauline. Modern Britain: A Social and Economic History Since 1760, 5th ed. (1965)
Hobsbawn, Eric J. Industry and Empire: An Economic History of Britain Since 1750 (1969)
Court, William H. B. A Concise Economic History of Britain, from 1750 to Recent Times (1954)
Cunningham, William. The Growth of English Industry and Commerce, 3 vols. (1903-05)
Clapham, John H. An Economic History of Modern Britain, 3 vols. (1930-38)

Scotland:

Mackie, J. D. A History of Scotland (1964)
Brown, Peter H. History of Scotland, 3 vols. (1911)
Dickinson, William C. and George S. Pryde. A New History of Scotland, 2 vols. (1962)
"Edinburgh History of Scotland," 4 vols., edited by Gordon Donaldson
 Ferguson, William. Scotland, 1689 to the Present (1968)

Ireland:

Beckett, J. C. A Short History of Ireland, 3rd ed. (1966)
Curtis, Edmund. A History of Ireland, 6th ed. (1950)
Costigan, Giovanni. A History of Modern Ireland (1969)
Beckett, J. C. The Making of Modern Ireland, 1603-1923 (1966)
Lecky, W. E. H. A History of Ireland in the Eighteenth Century, abridged by L. P. Curtis (1972)
McCaffrey, Lawrence J. The Irish Question, 1800-1922 (1968)
Mansergh, Nicholas. The Irish Question, 1840-1921, 2nd ed. (1965)

Foreign Relations:

The Cambridge History of British Foreign Policy, 1783-1919, 3 vols., edited by A. W. Ward and G. P. Gooch (1922-23)

Imperial History:

The Cambridge History of the British Empire, 8 vols., edited by John H. Rose, A. P. Newton, and E. A. Benians (1929-59)
Carrington, Charles E. The British Overseas: Exploits of a Nation of Shopkeepers (1950)
Egerton, Hugh E. A Short History of British Colonial Policy, 1606-1909, 12th ed. (1950)
Mullett, Charles F. The British Empire (1938)
Williamson, James A. A Short History of British Expansion, 2 vols., 3rd ed. (1945)
Burt, Alfred L. The Evolution of the British Empire Since the American Revolution (1956)
Knaplund, Paul. The British Empire, 1815-1939 (1942)

History 116, "Development of Modern European Civilization", Spring, 1976,
29 of 31 students reporting — John Gordon

IV. Questions regarding individual topical reading project. Mark or circle the answer which best reflects your opinion. Key: NA (not applicable), SA (strongly agree), A (agree), D (disagree), SD (strongly disagree).

	–	4	3	2	1
	NA	SA	A	D	SD
1. The instructor's objectives for the project were made clear. Comment:		3.32			
2. The instructor provided sufficient guidance on how to do the project. Comment:		3.43			
3. The instructor was readily available for consultation regarding my project. Comment:		3.64			
4. The library resources were sufficient to do my project. Comment:		3.00			
5. My interest in history has been stimulated by this project. Comment:		3.31			
6. What I learned from the project outweighed the time and effort I put into it. Comment:		3.14			
7. I preferred this type of project to doing additional assigned reading. Comment:		3.63			
8. Such projects should be repeated in future years in History 116. Comment:		3.68			

LIBRARY-FACULTY PARTNERSHIP PROGRAM

1976-1977

1. As in the past, I was involved in the selection of next year's participants. I also attended the on-campus Bibliographic Instruction workshop and articulated the purpose and progress of the program in a Library Services workshop on campus and in the dedication of the library.

2. Since I was on released-time only one-fourth time (one class) this year, this experience has confirmed our decision in designing the program to provide one-half time for participants. One-fourth time is not sufficient to permit development of library-centered teaching and collection development. If the program is continued beyond next year, we should not require faculty participants to do both unless they have one-half released time.

3. First semester this year, I updated the evaluation of our collection in American Diplomatic history. This evaluation showed improvement in recent years but also a continued need for reprints.

4. I attended the annual meeting of the American Historical Association and benefited from sessions related to the program. These included several demonstration sessions on audio-visual opportunities for the history teacher. These demonstrated use of documentary film (especially National Archives holdings) and other non-print materials in teaching history. We have purchased two films as a result and can guide colleagues in their use. I also learned more about student-faculty development of audio-visual materials, some of which can be applied to my own work.

5. This year I have continued to use library-centered teaching projects in History 353 and 354, refining the Boatwright/National Archives course project for Twentieth Century American Diplomatic history (354). This project involved research on "Diplomats in Crisis" in our own library and then a one-day research experience in the State Department records in the National Archives. (To illustrate the multiplier effect of the project, Dr. Westin's class also went to the Archives with my class, receiving some of the same benefits but not the research experience in unpublished documents.) Following the final evaluation of the research papers, I will furnish a more complete report on this 354 project.

   I have also continued this year to develop the proposed slide-tape units for History 205. Some preliminary work has been done on several topics, although most of the time devoted to this has been in revising the tape and enlarging the slide collection for the unit on Bacon's Rebellion.

Ernest C. Bolt, Jr.
April 21, 1977

May 9, 1977

MEMORANDUM

TO: Dennis Robison

FROM: Jean N. Dickinson

SUBJECT: Library/Faculty Partnership Report

Part I

> "Mental life or behavior is too complex and comprehensive to be seen through one window, even if it be a bay window. Just because there are so many facets, it behooves us to be stationed at various points to be on the watch for unexpected developments."
>
> A. A. Roback[2]

Psychology's problems in searching the field of literature are intricate and extensive, a claim which could be made, perhaps for other fields as well. While volume is one problem, scattering is the greater problem-- reflecting the basic field data of behavior. We spill over into many other fields, as an interdisciplinary science. Differences of opinions of editors preparing collections or abstracting psychological material may on the one hand regard psychology as biology, physiology, medicine and engineering, or on the other hand regard psychology as philosophy, education or sociology. This may not bode well for a strong status of the science and art of psychology, and it may, in fact, affect its status relative to other sciences.

The problem of literature scattering within the library is a difficulty some find annoying. For example, the Library of Congress Classification System places "Psychology" in the BF classification but we must be aware that limitation of our search or browsing to that area of the open shelves would be naive. One need only glance at the continued identifications to see that there are very relevant materials throughout the LC System to UH and Z which we must consider psychological materials. This suggests that a browsing of the entire B1 level of Boatwright Memorial Library and of the Reference Shelves on the first floor level (main floor) will be more productive for book materials classified by the LC System. Again for example, the Dewey Classification System for book materials, located on B2 level of BML is found to be equally scattered for psychological material. One notes the broad category of most relevance to psychology students in 100-199, but a glance at the continued identifications will show there are pertinent materials through 300 (The Social Sciences), 600 (Applied Sciences), 900 (History and Biography). We must recognize the disadvantages of a clearly delimited field, or to view it another way, we must appreciate the probability that this is the vitality of the field of psychology.

While no one person will make extensive use of all the types of information available for his use, it is possible that we will be able to broaden our acquaintance with Boatwright Memorial Library's resources in Psychology and thus increase our academic and professional effectiveness.

There appears to be a need for knowledge of bibliographic aids in efficient literature search in Psychology. The materials which follow are designed to fill this need and the hope is that these materials will become learning tools for the student of Psychology.

According to Shores,[2] "Psychology is one of the fortunate fields with adequate bibliographic tools." The attached materials may begin to provide identification and brief evaluation of the most helpful digging tools and suggestions toward a fuller ability with their use. Students will find guides for preparing bibliographies for reports, for theses, for published works. Methodological suggestions for library research can be found as a means by which time may be saved and the tasks made more satisfying. Skills learned in doing psychological preparations may be more easily transferable to other fields of search which may be used all of one's lifetime in continuing education. It is an ecciting task, but a rewarding one for those of "scientific temperment".

FOOTNOTES

1. Courtney, Winifred F. (Ed.) The Readers Advisor. 11th ed. R. R. Bowker Co., New York, 1969. Vol. 2, p. 348.

2. Shores, Louis. Basic Reference Books: An Introduction to Evaluation, study and the use of reference materials. Chicato. American Library Association, 1939. p. 300.

Part II

Librarians can, with faculty cooperation, and faculty can, with librarians' cooperation, contribute to the totality of a student's liberal education--make it self-perpetuating and therefore of enduring value by creating a greater awareness of the library and its resources. But to be aware of the library is really not enough. To "discover" the library is infectious. It can be one of the forces for development of individual potential if such "discovery" takes place, because the individual will be making decisions for himself out of his own internalized learnings, will gain satisfaction from the skills of search and will carry these for implementation throughout his life in his continuing education and growing self-actualization.

How does this "discovery" develop? Surely not out of receipt of cursory assignment for a paper topic. Surely not from a superficial awareness of the library as a "storehouse". Surely not from librarians and faculty who offer a vitamin instead of a meal. Surely not from an innate knowledge of processes of search. Surely not from a printed or audio-visual media or map. And probably not from a simple wish, without internal motivation and external guidance and support initially from those who have already "discovered".

Charlotte Mullis, a professional librarian formerly at Wabash College and presently at Madison College whom I met at the Bibliographic Conference in Boatwright Library in February, presented a paper at the 2nd Conference on Library Orientation for Academic Libraries at Eastern Michigan University in 1972. This is titled "Involving Students in Library Orientation Projects: A Commitment to Help"[1] It is outstanding among the readings of library orientation and library-centered involvements I have found this semester and the key words are "discovery", "participation", "involvement", "active cooperation", "encouragement" and "commitment to help". The theoretical teaching base is from Maslow, Bruner, and while the responsibility for accomplishing success is born by the librarians, there is frank and open admission to the thesis: "Students become involved in the library in direct proportion to faculty involvment in the library."[2]

Mullis asks librarians if they can see their role as facilitating total learning experiences so that the student becomes less a recipient and more a creator, less a performer and more an explorer...if they can relate the library to him personally, so he will sense in it a continuumfor himself... if they can increase his sensitivity to the lateral development of ideas by exposing him to all kinds of resources....if they can be alive enough themselves to awaken in him an eagerness for intellectual freedom and independence... We, the faculty, must ask the same questions of ourselves--and in affirmative answers and greater efforts in those directions by both librarians and faculty, the students would soon learn that the library is only a storehouse until it is used and then it becomes a library...one of the factors in a self-perpetuating liberal education.

I am convinced that cooperative library-centered teaching is an extremely important phase of enhancing teaching effectiveness and stimulating "discovery" learning. I intend to implement the process in Psychology 323, Characteristics of Children with Learning Disabilities, in the Fall of '77 and will be working with Jim Jackson soon, though it is not a part of my Library/Faculty Partnership Project. I had planned to be involved with Honors Students in the Fall, but a reordering of my responsibilities has made this impossible.

What I will be presenting for a part of my L/F Partnership, however, may still be implemented by those who will be supervising Honors Students in Psychology, if they wish. An outline of that project follows.

Another phase of my L/F experience has brought about other projects I did not have in my plans on entering the program. The questionnaire given to Honors Students, Graduate Students, and Faculty gives information which may be typical of other departments, but which certainly requires attention, if the University of Richmond and the Department of Psychology are to claim any characteristic of "quality". The naivete which might be inferred from the results of these questionnaires seemed a first order of business for me. I therefore present the results of these questionnaires and have developed some materials which may be used by faculty and students with librarians' cooperation as only an initial step toward some efforts at initiating the "discovery" process.

Still another phase of my L/F experience has stimulated the probability of "outreach" services of the Center for Psychological Services evolving from a staff which is more and more developmentally oriented and willing to move out of their offices and one-to-one counseling. The possibility of students' stumbling into coping materials, or adjustment sessions anywhere on campus without a crisis situation may increase as a result of my involvement in L/F Program and my time to read, search, investigate and "discover". An outline of such possibilities will be presented. A special request will also be made for a small area in the LRC or anywhere here, but outside of the Psychology Department or the Center for Psychological Services and the Commons, where self-help materials might be shelved, near self-help non-book materials, which in fact students would "stumble over" or could be directed to by any member of the University Community. Many of these materials have been examined this semester, some have been acquired, the Center has many in its Library which would be transferred, and in a continuing manner the members of the community could recommend materials for addition and for current validity.

Since learning follows knowing that one wants to learn, perhaps our efforts at bringing about awareness of the library and its resources should not be linked with instruction directly. Mullis calls the process "engineering" awareness and the personable you, the psychology of your group and your library.. public relations, inside and outside the library.....

Cornell is not so subtle where their faculty is concerned, as they issue "The Do's and Don'ts of Term Paper Assignments".[3]

THE DO'S AND DON'T OF TERM PAPER ASSIGNMENTS

Don't sent your students off to the library to do research without first making sure they know how the library works. We will be happy to come to your class, to have you bring your class here or to provide you with written materials about the libraries.

Do make sure your students understand bibliographic citations. The card catalog does not list articles from journals. Can your students tell the difference between a book citation and a journal citation?

Do be sure you've checked on the library's resources before you hand out a bibliography for your course. If you've included titles of books and journals we don't have you may be creating a real problem for your students.

Do contact a reference librarian or the librarian in charge of instruction if you are giving the same assignment to a large class. The library's resources are finite..perhaps there may be some way to ease the burden on everyone if we have enough advance warning.

Do learn about the Directory of the Academic Resources Center.[3]

The fact that such suggestions are necessary makes one ask the question, "What is the 'ideal of the university'?" Robert Wolff's book of the same title suggests a choice of metaphors: "A sanctuary of scholarship", "a training camp for professions", "a social service station", or "an assemble line for modern establishment man"?"[4]

Regarding the role of librarians, Shera states: "librarians must be ready to support the teacher in promoting students' mastery of working heuristics of problem solving...must provide a world of knowledge recorded for you to explore, and the bibliographic guidance that will enable him to chart for himself an intelligent course. For the principle problem of the library is not storage....but retrieval."[5]

Regarding the role of the faculty, we must be perpetual learners...teach how to learn in order that it be an individual experience. Professors must teach how to independently continue the process. Shera states: "Faculty members think kids need a review of the library, but in fact they need an introduction to it."[6] Classroom faculty are not qualified to provide the most effective library instruction and therefore this is a sensitive, crucial area of faculty-library relationships which must be faced as a foundation for library instructional successes, where knowledge of possible routes to the discovery of needed resources will be independently absorbed and the student will learn by actively doing. Teaching must shift from giving information to the student to getting information by the student.

SELF-INSTRUCTIONAL MATERIALS ON PERSONAL GROWTH AND DEVELOPMENT

FOR

COLLEGE STUDENTS

Prepared by:

Jean N. Dickinson
Associate Professor, Psychol
Library/Faculty Partner
Spring 1977

SELF-INSTRUCTIONAL MATERIALS ON PERSONAL GROWTH AND DEVELOPMENT

for

College Students

BOOK MATERIALS April 1977

Barclay, A. M., Crano, W. D., Thornton, C., Werner, A. *To A Certain Degree: A Guide To Contemporary College Life.* New York. John Wiley and Sons, Inc., 1972
LB 3605 T 64

Bell, Normal T., Burkhardt, Richard W., Lawhead, Victor B. (eds.) *Introduction to College Life: Meanings, Values, Commitment.* 2nd. Edition. Boston. Houghton Mifflin Company, 1966.
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Cirese, Sarah. *Quest-A Search for Self.* New York. Holt, Rinehart and Winston, 1977.
JND Library.

Ford, George A. and Lippitt, Gordon L. *Planning Your Future: A Workbook for Personal Goal Setting.* La Jolla, California. University Associates, 1972.
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301.431 G 65 (an oldie but a goodie!)

Henderson, Robert W., Thompson, Ralph C. and Wiggins, Jack G. *College, This Is the Way It Is"* Berea, Ohio. Personal Growth Press, 19
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Lolley, John L. and Marino, Sam. Your Library: What's In It For You. (Self-Teaching Guide). New York. John Wiley and Sons, Inc., Z 710 L 64

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Rathbone, Josephine L. Relaxation. Philadelphia, Penn. Leo and Febiger, 1969.
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JND Library.

Savary, Louis M., Carter, Jane C. and Burke, Charles. (eds.) Shaping of A Self. Winona, Minn. St. Mary's Press, 1970.
JND Library.

Schoomaker, Alan N. A Student's Survival Manual or How To Get An Education, Despite It All. New York. Harper and Row Publisher 1971.
JND Library.

Shepard, Martin, M.D. The Do-It-Yourself Psychotherapy Book. New York. Peter H. Wyden, Inc. Publisher, 1973.
131.3 S 547d on InterLibrary Loan. Have ordered 2 copies BML.

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The Student Guide To Sex on Campus. The Student Committee on Human Sexuality, Yale University. New York. New American Library. A Signet Book, 1970.
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Voeks, Virginia. On Becoming An Educated Person. Philadelphia, Penn. Saunders, 1957.
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Youth in the 70's. New York. McGraw-Hill, 1974.
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Sebior Year". in Joseph Katz, (ed.) No Time For Youth:
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Cummins, Robert. Friendship. Winona, Minn. St. Mary's Press, 1977.
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Zastrow, Charles, Chang, Dae H. (eds.) The Personal Problem Solver.
Englewood Cliffs, N. J. Prentice-Hall, Inc., 1976.

The following very short and small paper-back pamphlets from Channing L. Bete Company, Inc., Greenfield, Mass.

"What Everyone Should Know About Alcohol"	1973- 1977 ed.
" " " " " About Alcoholism"	1966- 1977 ed.
" " " " " About Drug Abuse"	1970- 1976 ed.
" " " " " About V. D."	1969- 1977 ed.
"What Every Woman Should Know About Self-Protection	1972- 1977 ed.
"Drugs and You"	1969- 1977 ed.
"About Syphilis and Gonorrhea"	1973- 1976 ed.
"So You're Going To Have A Baby"	1972- 1976 ed.
"To Smoke or Not To Smoke"	1968- 1976 ed.
"A- B- C-"s of Good Nutrition"	1971- 1977 ed.

NON-BOOK MATERIAL

Audio-Tape Set:

Casebeer, Edwin F. How To Survive In College. New York. New York Times, 1971.(8 cassette tapes. 10 72page workbooks and hard-cover vinyl folder. Additional workbooks @ $ 1.50.)
Purchased by Center for Psychological Services.

Slide-Cassette Sets:

Center For Humanities, Inc.

Clarifying Your Values: Guidelines For Living. 160 slides in 2 carousel cartridges, 2 tape cassettes.

Freedom and Responsibility: A Question of Values. 160 slides in 2 Carousel cartridges, 2 tape cassettes.

Hard Choices: Strategies For Decision-Making. 160 Slides. 2 Carousel cartridges, 2 tape cassettes.
Purchased by CPS, 4/77

16 Mm. Film

Rosenthal, Ted. I Won't Be Around Anymore.
LRC Inventory.

More investigation will continue for this type of material and at an appropriate accumulation, it is requested that such materials be placed in LRC Gallery section with appropriate publicity and promotion for use by students, for referral of students by faculty, student services personnel.

16 Mm film

Journey Into Self. Available on loan from VCU

47 minutes of encounter group led by Drs. Carl Rogers and Richard Farson. An academy award winning film.

University of Richmond, Virginia 23173

UR

Department of Art

May 9, 1977

Dennis E. Robinson
University Librarian
Boatwright Library
University of Richmond

Dear Dennis:

Working in the Library-Faculty Partnership Program has been a very satisfying experience for me this year. The Program has allowed me to develop certain important areas in the Art Appreciation 212 Course which should make that Course a more meaningful experience for our students.

The following report will summarize my work in the Partnership Program for the year. While every detail is not yet complete, I expect that by the opening of classes this Fall, to have the work finished and ready for implimentation.

Thank you for allowing me to participate in the Library-Faculty Partnership Program.

Sincerely,

Charles W. Johnson, Jr.
Charles W. Johnson, Jr.

LIBRARY-FACULTY PARTNERSHIP PROGRAM FOR ART APPRECIATION

The purpose of this program is to enrich the Art Appreciation 212 course. Students will gain greater depth and insight in specific areas not ordinarily covered in the present course. Students will be involved in activities outside the classroom, in the Library and the Learning Resources Center. They will be exposed to carefully planned audio-visual materials in the LRC, to our library holdings in specific areas, and they will be required to carry out independent research activities within the structured format suggested by these audio-visual materials.

After conducting a survey of art appreciation as it is taught in twelve other colleges (see enclosed questionnaire), I decided to develop five core packages to be used by students for additional work outside the classroom. These core packages will be housed in the LRC where each student will be required to read and view them during the course of a semester. Students will be required to write a term paper from a topic suggested from any one of the core packages.

Each "packages" consists of the following materials:

1. 30-minute audio-visual presentation: casette-slide, film, or video tape presentation
2. copy of the lecture being presented in the audio-visual presentation, with listing of all art works viewed
3. comprehensive bibliography of important materials on the subject available in our library
4. suggested term paper or research topics.

Topics for the six core area packages are as follows:

1. Painting in the 20th Century
2. Themes and Ideas in 20th Century Sculpture
3. Death and Art: A Motivation to Produce Art
4. Studio Techniques in Sculpture: Demetrios Mavroudis
5. Studio Techniques in Graphic Arts: Harvey McWilliams
6. Paintings about America: 1650-1969.

ENC.

University of Richmond, Virginia 23173

UR

Department of Art

NOV 12 1976

November 10, 1976

Mrs. Alice B. Dickinson, Dean
Smith College
Northampton, Massachusetts 01060

Dear Mrs. Dickinson:

As Chairman of the Department of Art and as a participant in a Library-Faculty Partnership Program funded by the National Endowment for the Humanities, I am conducting a survey of various art departments to find out information on the teaching of art appreciation. We, at the University of Richmond, hope to improve our courses in art appreciation and information you provide may help us to do so. Your comments, therefore, in the spaces provided, will be greatly appreciated. I have the following questions:

1. Is art appreciation taught with a slide lecture approach in a basically historical or chronological format, or is another method employed? What method is used and do you feel this is the best possible method?

   Our introductory art history course is organized chronologically and consists of three slide lectures and one small discussion section with slides each week for two semesters.

2. Do you employ actual studio experiences in your art appreciation courses? If so, what amount of time is spent in the studio and what activities are expected of the students?

   There is no studio component in the introductory art history course. Separate introductory courses in studio are offered each semester.

3. What text is used?

   Janson

4. What specific use is made of library facilities in the teaching of this course? Do students participate in library activities beyond the usual term paper research project?

   The Fine Arts Library is available for students to use in the ordinary manner.

5. Do you use audio visual materials in the teaching of art appreciation in addition to classroom slide lectures? If so, what specific audio-visual materials do you use (such as video tapes, cassettes, films, film strips, transparencies, etc.). Is there a particular kind of audio-visual material that you find works most effectively as a teaching aid?

   No audio visual materials are used. There is extensive use of reproductions posted in a room assigned exclusively to this course.

We will be grateful for any information or suggestions you may have regarding the teaching of art appreciation at the college level in a liberal arts program. We are actively engaged in an effort to improve our program and to incorporate new ideas into the course we now offer. Your ideas will be of great help to us and we will appreciate receiving them.

Thank you very much.

Sincerely,

Charles W. Johnson, Jr.

Charles W. Johnson, Jr.
Chairman

CWJJr/jg
ENC

I hope the above answers will be helpful.

Geo. F. Mair

George F. Mair, Dean

16 Nov 76

SOME MATERIALS FOR THE STUDY OF THE CONCEPT OF DEATH AND ITS INFLUENCE ON ART

in the MIDDLE AGES

Ashton, Margaret. The Fifteenth Century: The Prospect of Europe.
Harcourt, Brace & World, Inc., 1970 (c1968).
D/203/.A8

Boase, Thomas S. Death in the Middle Ages: Mortality, Judgement and
Remembrance. Thames & Hudson. 1972.
GT/3180/B6

Cohn, Norman. The Pursuit of the Millennium. 2d ed. Harper Torchbooks, 1961.
BR/270/C6

Franger, William. The Millenium of Hieronymus Bosch. Hacker Art Books, 1976.
ND/653/.B65/F713/1976

Kurtz, Leonard P. The Dance of Death and the Macabre Spirit in European
Literature. Columbia University, 1934.
PN/57/D3/K8

Schiller, Gertrud, Oconography of Christian Art, v.2: The Passion of Christ.
Trans. by Janet Seligman. New York Graphic Society, 1972 (c1968).
N/7830/.S35132/v.2

Snyder, James. Bosch in Perspective. Prentice-Hall, 1973.
NP/653/B65/S58

Ziegler, Philip. The Black Death. John Day Co., 1969.
SCI LIB/RC/171/Z55

in ANCIENT EGYPT

Clark, R. T. Rundle. Myth and Symbol in Ancient Egypt. Grove Press, 1960 (c1950).
299.31/C59

Frankfort, Henri. Ancient Egyptian Religion; An Interpretation. Columbia
University Press, 1948.
299.31/F82a

Frankfort, Henri. Kings and the Gods; A Study of Ancient Near Eastern Religion
as the Integration of Society & Nature. University of Chicago Press, 1948.
299.31/F82

Smith, W. Stevenson. The Art and Architure of Ancient Egypt. (The Pelican History
of Art). Penguin Books, 1958.
709.32/S664a

McGraw-Hill Dictionary of Art. 5v. 1969.
REF/N/33/M23
(This work lists major Museums of each country in the article on that country . Detailed descriptions of museums are found under the city in which the museum is located).

FRANCE

Huyghe, Rene. Art Treasures of the Louvre. Abrams, 1951.
N/2030/H8
Treasurers of the Louvre. Putnam, 1966. 2v.
N/2030/M413

GREAT BRITAIN

Grigson, Geoffrey. Art Treasurers of the British Museum. Abrams, 1957.
708.2/G85
Art Treasurers in the British Isles. McGraw-Hill, 1969.
N/6761/A76

GREECE

Andronicos, Manolis. The Greek Museums. Caratzas Greek Museums Series. 1975.
N/2410/.A513

ITALY

Calvesi, Maurizio. Treasures of the Vatican. Skira, 1962.
N/2940/C33
Murero, Michelangelo & Andre Grabar. Treasures of Venice. Skira, 1963. Horizon.
N/6921/V5/M853

NETHERLANDS

Haak, B. Art Treasurers of the Rijksmuseum, Amsterdam. Abrams, 1966.
N/2460/H3/1966

RUSSIA

The Hermitage Museum. 1965.
N/3350/A6114

SPAIN

Art Treasurers in Spain. McGraw-Hill, 1969.
N/7101/A83
Palacios y Museos del Patrimonio Nacional. Ed. Patrimonio Nacional, 1970.
(English text provided)
N/3410/P3x

UNITED STATES

Great Paintings from the Metropolitan Museum of Art. Abrams, 1959.
N/610/A6735
An Invitation to See 125 Paintings from the Museum of Modern Art. 1973.
ND/195/N48
Spaeth, Eloise. American Art Museums: An Introduction to Looking. 3d ed.
Harper & Row., 1975.
REF/N/510/S6/1975

TWENTIETH CENTURY ART

This list is a sample of good books, what you might call teasers. It can be used as a guide for browsing in the collection.

Arnason, H. Harvard. History of Modern Art; Painting, Sculpture, Architechture. New York: H.N. Abrams, 1968.
N/6490/A713

Art Since 1945. Ed. by Will Grohman. New York: H.N. Abrams, 1958.
709.04/A78

Brown, Milton Wolf. The Story of the Armory Show. Joseph H. Hirshhorn Foundation; Distributed by New York Graphic Society, 1963.
707.4/B87

Burnham, Jack. Beyond Modern Sculpture; The Effects of Science and Technology on the Sculpture of this Century. New York: G. Braziller, 1968
NB/198/B84

Coke, Van Deren. The Painter and the Photograph; From Delacroix to Warhol. Rev. Ed. Albuquerque, New Mexico: University of New Mexico Press, 1972.
N/72/P5/C6

Herbert, Robert L. Modern Artists on Art; Ten Unabridged Essays. Englewood Cliffs, New York: Prentice Hall, 1964.
709.04/H53

Kepes, Gyogy. The Visual Arts Today. Middletown, Conn.: Wesleyan University Press,1960.
709.04/K38

Read, Sir Herbert E. The Philosophy of Modern Art. New York: Meridean Press, 1959.
N/6490/R43

Rose, Barbara. American Art Since 1900. Rev. Ed. New York: Praeger, 1975.
N/6512/R63/975

Rosenburg, Harold. The Anxious Object: Art Today and Its Audience. New York: Horizon Press, 1964.
N/6490/R59

Scully, Vincent J. Modern Architecture; The Architecture of Democracy. New York: G. Braziller, 1965.
NA/680/S395

Wingler, Hans M. The Bauhaus: Weimar, Dessau, Berlin, Chicago. Trans. by W. Jabs & B. Gilbert. Ed. By Joseph Stein. Cambridge, Mass.: M.I.T. Press, 1969.
N332/B38/W13

PARTICIPATION PROGRAM FOR ART APPRECIATION STUDENTS

The purpose of this program is to involve students in activities outside the classroom, in the Library and the Learning Resources Center. This program should enrich the Art 212 Course (Art Appreciation) considerably, by exposing students to our library holdings in art, by exposing them to additional audio-visual materials, and by allowing them to carry out independent research within a structured format. Developing this program will also allow us to survey currently available audio-visual material or to develop such material, and permit us to evaluate our library holdings and make necessary suggestions and improvements. The program will be structured, basically, in three parts or phases:

A. Part I. This phase is the basis of the program; it consists of important "core" areas or topics around which the program will be developed. A tentative listing of these core topics is as follows:

1. On Being an Artist: the profession and its patrons.
2. Nature and Art.
3. Imagination and Art: the style of fantasy.
4. Death and Art: a motivation to produce art.
5. Great Museums of the World: the history of museums and of various great collections.
6. Studio Techniques: Professors Jeanne Campbell and Demetrois Mavroudis.
7. Art and Man's Beliefs.
8. New Art Forms of the Twentieth Century.

B. Part I. Each core area is subdivided into important related topics or subtopics. For example, under core area 4. Death and Art, we might find the following subtopics:

a. Death in Egyptian Culture.

b. Christian Martyrdom.

c. The Black Plague and the Art of the Trecento.

d. Death as a Heroic Virtue: French Revolution.

e. The Influence of Contemporary Death Systems on the Visual Arts.

Part II. This phase has to do with the development of two support systems for each of the eight major core areas. The two systems are as follows:

1. For each core area, topic and subtopic, there will be a package of research materials consisting of introductory statements, bibliography (books and articles) available in our Library and suitable to our students for their undergraduate research needs. To develop these packages we will do a survey of our holdings to determine what materials are currently available and what improvements are necessary. The introductory statements for each topic would help guide students toward research and further independent study in a particular area. An example of an appropriate introductory statement might be as follows: core area 4, subtopic e. The Influence of Contemporary Death Systems on the Visual Arts: (see insert).

2. The second support system for each of the eight core areas takes place in the Learning Resources Center. We will develop eight audio-visual tape programs, one on each of the core area topics. These programs will be produced from commerical cassettes, films, slides, etc., as well as our own faculty members demonstrating their own disciplines in the studio or with illustrated lectures. The purpose of these audio-visual programs is to correlate the ideas and thoughts presented in the core topics to specific and representative examples of art. Thus, hopefully, the student not only reads and writes about important areas of art, but also sees the manifestation of ideas affecting works of art.

A. Part III. This phase combines the activities of Part I and Part II and, hopefully, will motivate the student to do creative research using the facilities of the Library and the Learning Resources Center. During the first half of the semester each student will be required to view the eight audio-visual programs and to read the accompanying introductory statements for each of the core topics. The student will cover the material at the rate of one core area per week.

B. Part III. After the student has read and viewed all the material he will begin work on a research paper chosen from one of the topics. He may write on any topic of his choice, either one of the general core topics, one of the subtopics, or a topic suggested from the reading of the materials. The paper will be due at the end of the semester and should be of thesis quality but of no particular length.

I hope that students exposed to the above exercise will have an enriched Art Appreciation 212 experience.

Respectfully submitted,

Charles W. Johnson, Jr.
Library-Faculty Partnership Program

SAMPLE INTRODUCTORY STATEMENT, Core Area 4, Subtopic e. The Influence of Contemporary Death Systems on the Visual Arts.

The basic idea of this topic has to do with the psychological influence of contemporary death systems on the visual arts. The topic springs from the notion that every significant step in human experience involves some inner sense of death. The artist in particular, especially in the twentieth century, is one whose work relies very heavily on his own life experiences as the principle resource of his art.

In times past the reality of death was so pervasive an influence on human life and experience that it became the chief concern and preoccupation of man and his art. We read from Spencer, for example:

> More than any other period in history, the late Middle Ages were preoccupied with the thought of death. In Northern Europe for two hundred years--from the middle of the fourteenth century to the middle of the sixteenth--death was the favorite topic of preachers and moralistic writers, it was one of the most common subjects for popular art, and if a man of the period followed the prevailing doctrine, there was no object so frequently or so vividly before his mind's eye as the skeleton he would one day become.[1]

The twentieth century is, in my estimation, another period in human history when death plays a significant role in shaping our points of view about the meaning of life and our resulting activities. Specifically, living in an age of instant electronic communications and nuclear bombs, there are many people among us today who have had encounters with vast waste and destruction of human lives. Whether it is in the form of continual exposure to television violence, or in the memory of German Concentration Camps, Hiroshima, Korea, or Vietnam, the reality of death exerts an enormous influence on our comprehension and interpretation of life. Many people, no doubt, feel that life is an absurd phenomenon if it can be brought to such contortions and conclusions as "Hiroshima" or "Vietnam" or even the anonymous statistics of weekend highway fatalities. In the more devastating context of an all out nuclear holocaust, the whole meaning of life is seriously threatened. The very basic assumption that art expresses the timeless drive and Pygmalion dream of man to reproduce himself, to guarantee his presence in nature and to resist oblivion becomes an absurdity in such a context.[2] Immortality through the creative mode depends upon the conviction that one's work will endure. But in the event of nuclear annihilation, what will last? This raises serious doubts about the significance and permanence of any contribution to human culture. The fear might be that nothing will last and that therefore nothing matters. Indeed, in the twentieth century the ultimate threat posed by nuclear war is not only death, but meaninglessness. War is no longer considered heroic and death from today's weapons is without valor. Meaninglessness has become almost a stereotyped characterization of twentieth century life; it is a central theme in modern art, and modern theatre, and it has been so ever since the Dada movement proir to World War I. The roots of this meaninglessness are probably complex and many. But, crucial must be the anxiety deriving from the sense that all forms of human associations are perhaps pointless because subject to sudden and totally irrational ends. Cultural life as manifested through the arts becomes formless and perhaps decadent in many instances. No one form, no single meaning, no particular style appears to have any ultimate claim. Indeed, the rapid rate of stylistic turnover in the visual arts is a problem for the art historian and art critic of today.

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[1] Spencer, T. Death and Elizabethan Tragedy. New York: Pagent Books, 1960. p.3.

It is precisely this "significant meaninglessness" rooted in contemporary death systems, as a generating and motivating factor on contemporary art, that is the topic here. Perhaps a more profound understanding of many of the significant art movements, perhaps the whole fabric and evolution of art since World War II, is rooted in the above ideas.

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[2] Elsen, Albert E. Purposes of Art. New York: Holt, Rinehart & Winston, Inc. 1972. p.vi.

University of Richmond, Virginia 23173

Speech Communication and Theatre Arts

May 1, 1977

TO: Dennis Robinson

FROM: Jerry Tarver

RE: Library Partnership Report

I. Project

During the 1976-77 term I worked on a project to refine the learning objectives of the basic speech course offered by my department (Speech 101). A secondary goal, that of developing individualized units of instruction, was not undertaken due to lack of time.

The results of the project have been: (1) a detailed statement of learning objectives in the form of a revised course outline, and (2) a pilot project to be carried out in the Fall using the learning objectives approach will be carried out in two sections.

II. Comments

Strong features of the participation in the program were: (1) excellent aid from library staff, (2) learning of other faculty projects, and (3) released time to devote to project.

In my case I think the project would have been done better if I had devoted full time for one semester rather than half time for two semesters.

Please see copy of project report attached.

TO THE STUDENT IN SPEECH 101

INSTRUCTIONAL OBJECTIVES

INTRODUCTION

Speech 101, as described in the catalogue, is a course in Public Speaking. The general aims of the course include (1) developing your skill in standing before an audience to express your ideas, (2) increasing your knowledge of how speeches can be effective, and (3) giving you a positive attitude toward the usefullness of speech communication and toward the experience of public speaking.

To accomplish the aims set forth above, the following activities are included in the course:

1. Lecture/discussion of ideas in the textbook (see daily reading assignment).
2. Speaking exercises (see the following list of speeches to be given).
3. Research: use of the library will be required.
4. Written exams (two of one hour length)
5. Activities to attend and report on:
    - A. One of the two plays presented by the University Players.
    - B. One of two campus forums.
    - C. One speech given by a visiting lecturer.

Approximately 60% of the semester grade will be based on oral work and 40% on tests and other written exercises. A student who meets all the "instructional objectives" outlined below for each assignment will be given at least a grade of "C" for that portion of the oral work. Grades of "B" and "A" will be awarded by the instructor to speeches which meet the objectives in what the instructor judges to be an "excellent" or "superior " manner. Failure to meet all the objectives will result in a grade of "D". Failure to give the speech will result in a grade of "F".

SPECIFIC INSTRUCTIONAL OBJECTIVES FOR SPEAKING ASSIGNMENTS

(NOTE: Objectives marked with an asterisk are to be carried forward to each of the remaining assignemnts.)

SPEECH EXERCISE #1 Introduce yourself (or another member of the class as assigned) to the class.

OBJECTIVE A. Stand before the class for 2 to 4 minutes while talking about yourself (or someone else as assigned).

B. Include the anme of the person being introduced in your presentation.

C. Include in your talk enough interesting material so that each member of the class can recall one specific fact at the end of the speech.

SPEECH EXERCISE #2 Narrate a personal experience.

A. Stand before the class for 2 to 4 minutes and relate an incident from your own experience.

*B. For at least three-fourths of the speech maintain eye contact with various members of your audience.

*C. Look at each member of the class at least twice during the speech.

*D. For at least ninety per cent of the speech keep your weight equally balanced on both feet.

*E. For the entire talk be sure you do not lean against the podium or on the table.

*F. Make each gesture or movement in the speech relate to the expression of an idea in one or more of the following ways:

(1) emphasize
(2) describe
(3) signal
(4) attract

*G. Make each gesture or movement large enough to be seen by each member of the class.

*H. Speak with enough force to be heard by everyone in the class.

*I. Speak at a rate slow enough to be understood by every member of the class.

SPEECH EXERCISE #3 Make a one-point talk on a simple theme.

A. Prior to your talk, turn in to the instructor a statement of your point in a single, gramatically correct sentence.

B. Stand before the class for 2 to 4 minutes while explaining a single, simple point in such a manner that at least half the class can paraphrase the point to the satisfaction of the instructor.

*C. In developing your point, use at least two of the following as supporting material:

1. example
2. illustration
3. statistics
4. testimony
5. analogy

*D. On your outline indicate the source of two items of supporting material under your point with no more than half the material derived from personal experience.

SPEECH EXERCISE #4 Describe a process using a visual aid

A. Prior to the speech turn in an outline which states each step in your process in a complete sentence.

B. Stand before the class for 4 to 6 minutes while you trace the steps in any process.

C. Use one or more visual aids to illustrate at least three ideas in your speech.

D. Expose your visual aids only at the time in the speech when the idea each aid supports in being explained.

E. Employ visual aids which can be seen clearly by all persons in the class.

F. Look at your visual aids for no longer than five seconds each time you expose an aid to view.

G. Select one or more of the following types of visual aid: Blackboard, chart, model, object, or picture.

*H. Stress the points in your speech by enumerating and/or using transitions and/or using previews and summaries so that 90% of the class can accurately report the number of points at the end of your speech.

I. State each point in your speech in a complete sentence which will be clear enough to permit at least half of the class to write out a paraphrase of each point to the satisfaction of the instructor.

SPEECH EXERCISE #5 Present a helpful or interesting idea.

A. Stand before the class for 4 to 6 minutes speaking on a subject which will be regarded by 50% of your listeners as having added to their store of information or given new insights into facts already known.

*B. Identify in an outline one or more of the following techniques which you will use in the opening of your speech: common bond, illustration, compliment, humor, or reference to subject.

*C. Write in your outline a clear statement of the purpose you intend to accomplish in your speech.

*D. Following your introductory material and preceeding your first main point, tell your audience the purpose of your speech.

*E. Following the development of your last main point, bring the speech to a close in less than 2 minutes using one of the techniques below:
summary, illustration, restate purpose, challenge, or quotation.

SPEECH EXERCISE #6 Defend a belief

A. Stand before the class for 4 to 6 minutes and explain why you feel a given belief you hold is sound.

*B. In your outline indicate at least three instances of imagery in the language of your speech.

*C. In your outline indicate at least three instances of the use of personal language.

*D. In your outline indicate at least three instances where you have used concrete terms.

*E. In your outline specify the effect you intend to accomplish from the following choices: to inform, to stir feelings, to convince, or to cause action.

*F. Prepare a brief bibliography of at least ten sources in the UR library which relate to your topic.

*G. Indicate on your outline that you have used material from at least two sources in the UR library.

SPEECH EXERCISE #7 Speak to persuade

A. Stand before the class for 4 to 6 minutes and attempt to persuade more than half the members of the class to indicate on a ranking sheet that at the end of your speech their attitude, opinions or behaviors have been changed in the direction you advocate.

B. On your outline identify at least three seperate motive appeals employed in your speech.

SPEECH EXERCISE #8 Final exam speech

In the period set aside for the final examination, deliver a speech on any subject which permits you to demonstrate the principles you have studied.

University of Richmond, Virginia 23173

UR

RICHMOND
VIRGINIA and the
WORLD

Department of Political Science

3. May 1977

TO: Dennis E. Robison, University Librarian

FROM: John W. Outland, Associate Professor, Political Science

RE: Participation in Library-Faculty Partnership Program

I. LIBRARY RELATED TEACHING

The title of my project was "Richmond, Virginia, and the World," and its purpose was to identify the linkages that exist between the City of Richmond and/or the State of Virginia and the rest of the world. The intent was to involve students in a semester's research activity that would make more meaningful to them such relatively abstract concepts as "interdependence," the "non-state actor," etc.. The typical term paper was to be replaced by an assignment that required original research into the international activities of a local community. Hopefully, the library would serve as the base of operation and the repository of findings. The attached statement of objectives gives a somewhat fuller explanation of what was anticipated.

Contrary to my original intent, which was to use this project during the second semester in an upper division class, I decided to introduce it immediately to my beginning student in the Fall. After providing them with numerous topic suggestions (see attached handouts), I met with them individually in the library to discuss their particular interests. Regular "office (i.e., carrel) hours" of at least four hours a week were set aside for this advising activity. The availability of a library carrel provided both privacy and a place to locate material which might be helpful to the students. As useful material was identified during the semester it was placed either in the carrel or on reserve for student usage (see attached partial list of reserve items). Reference librarians, Jim Jackson and Lit Maxwell, proved extremely helpful in obtaining publications (e.g., state and federal documents) that might otherwise have been unavailable to the students.

A list of some of the completed projects is attached. Student reactions to the experience varied from those who were extremely excited and who did, in fact, view the project as far more useful than the typical term paper, to those who suffered considerable anxiety at having to do original work on a somewhat amorphous subject matter. As might be expected, the more mature and academically superior students tended to be more self-reliant than did the younger (i.e., Freshmen-Sophomore), less capable students. The irony of the project was that, through no fault of its own, the library was generally not able to provide, at least initially, the material that students needed to complete the assignment. Much of such material had to be generated by the students themselves through interviews, public relations pamphlets, etc..

It was this latter fact that gave direction to my second semester's activities. That is, I took as my task the need to pull together as much information on the general subject of local community "foreign policy" as possible. The process was assisted by an invitation in December to present a paper on an RVW related topic at the International Studies Association Meeting in March. While absorbing a certain amount of my time in January and February, this paper (see attached) had the beneficial effect of providing feedback material from people who were undertaking similar activities in other areas. Consequently, we now have comparative information about the international linkages of Albany, N.Y.; Scranton, Pa.; Lincoln, Neb.; Memphis, Tenn.; San Diego, Calif.; Philadelphia, Pa.; St. Peter, Minn.; Pensacola, Fla.; and, most significantly, Columbus, Ohio. It was with Chadwick Alger and "The Columbus in the World" project that the idea of tracing the international involvement of local communities first originated. I have obtained from Alger and his associates 14 different studies of theirs and a film strip entitled, "The Foreign Policies of Local Communities."

Much of the above material was put to use during the second semester by my American Foreign Policy class. Among the assignments required of the students was that they read and react in writing to my ISA paper and to the Columbus filmstrip. This was done by them independently in the library and Learning Resource Center. I was quite pleased with the results.

My long term goal for this project is to put together a "learning package" in the form of a manual or scrapbook or something similar that could be available in the library for students undertaking future Virginia-based IR assignments. Prototype manuals - primarily of suggested exercises and data sources - have already been assembled by the Columbus people and by the Mid-America Program at Indiana University. I have been in correspondence with both groups; they are familiar with my intentions and have been cooperating fully. Next year during my Spring sabbatical I hope to complete the project.

II. OTHER LIBRARY-RELATED ACTIVITIES

Unfortunately, I did not have as much time to devote to collection development as I might have wished. This is not a major disappointment, however, since as department chairman I am continually concerned with this issue and, more specifically, since my colleague, John Whelan, did a quite systematic review of our library holdings two years ago when he was involved in the L/F P program.

One very useful service that Jim Jackson was able to provide this year was to assemble a six-page list of reference material available in Boatwright Library on the general subject areas of international law and organization. This list was distributed to and discussed with my Political Science 301 class ("International Law and Organization").

III. GENERAL COMMENTS

I am quite pleased with this year's L/F P experience. Not only have I been able to familiarize myself more with the material and personnel of the library, but also, through the mechanism of the bi-weekly seminars, I have had the chance to interact with my faculty colleagues who have been engaged in quite diverse and interesting projects. It has been a learning experience for all of us, and I would urge that everything possible be done to continue the program beyond its 1978 expiration date.

My one regret is that, as a departmental chairman teaching a six hour academic load each semester, I was unable to accomplish everything that I might have wished. There may, however, be something to be said for setting one's aspirations beyond one's capabilities, and, all things considered, my expectations for the 1976-77 library partnership year were more than fulfilled.

JWO:hh
encl.

RICHMOND, VIRGINIA, AND THE WORLD PROJECT

Preliminary Statement of Objectives (in approximate order of priority)

I. TEACHING - as focused around Poli. Sci. 208:

A. Demonstrate in a "localized" manner the significance of certain theoretical concepts: e.g.

1. "Interdependence" - how does IR affect our lives on a daily basis?

2. "Non state actors" - what is the relevance of the city of Richmond and/or the state of Virginia as distinctive units of analysis for IR purposes?

a. Does Virginia have a "foreign policy"? If so, what is it and who makes it?

b. What are the international linkages between cities? The international facilities provided by cities? How does Richmond compare with other cities of equivalent size?

B. By pursuing objective IA, counteract the "peripheral mentality" by which students often approach IR and foreign policy (i.e. the idea that they are neither affected by nor can affect international events).

C. Provide a library-based research and data collection experience.

1. Allow students the opportunity to participate in a "meaningful" semester project.

2. Facilitate the development of certain skills and sensitivies - i.e. interviewing, use of government documents, familiarity with library, etc.

II. OCCUPATIONAL

A. Encourage students to identify potential occupational opportunities related to foreign affairs which might be locally available to them.

B. Assist students in making contacts with people who might be helpful to them.

III. RESEARCH AND PUBLICATION

A. Develop a learning package and/or monograph with possible statewide application demonstrating the linkages of Richmond and Virginia to world affairs.

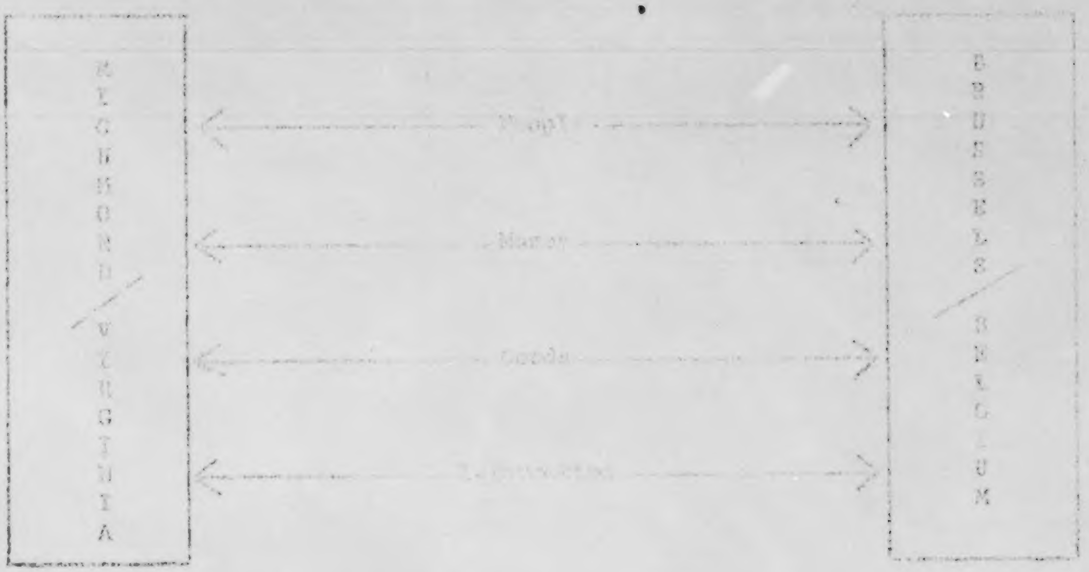
IV. SERVICE

A. Provide a useful service to the city by identifying and inventorying the linkages that exist.

B. Allow the University and the UNA to serve as focal point institutions for whatever project spinoffs might result.

JWO:8-30-76

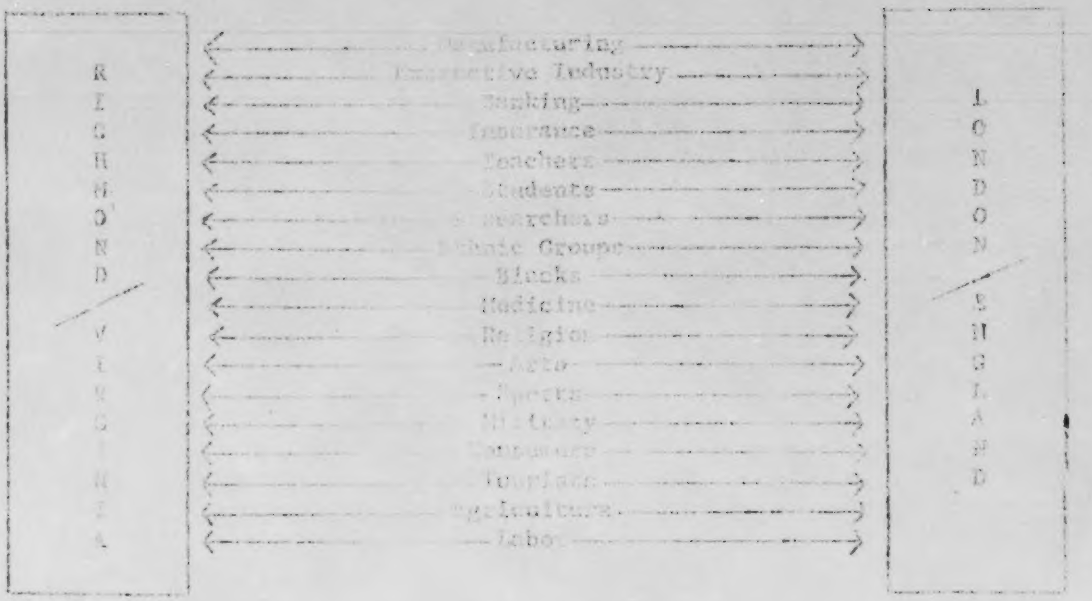
Figure 1: Forms of International Transactions *


RICHMOND / VIRGINIA
People
Money
Goods
Information
BRUSSELS / BELGIUM

---

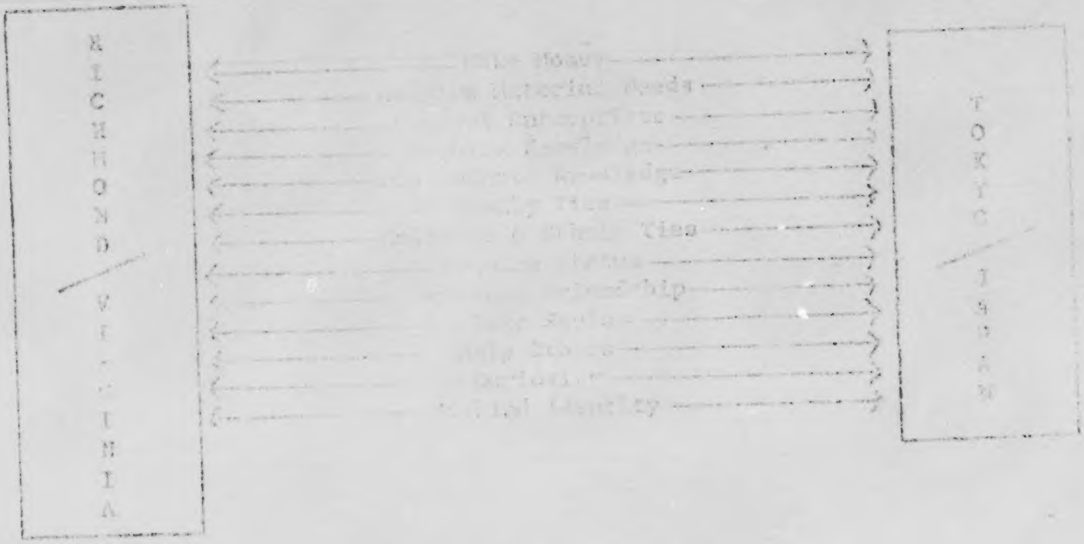
* Adapted from Chadwick F. Alger, *Your City in the World, The World in Your City* (Unpublished Manual, 1974), p. 7.

Figure 2: Specific [illegible] Links Between Cities/Regions *


RICHMOND/VIRGINIA
Manufacturing
Extractive Industry
Banking
Insurance
Teachers
Students
Researchers
Ethnic Groups
Blacks
Medicine
Religion
Arts
Sports
Military
Consumers
Tourists
Agriculture
Labor
LONDON/ENGLAND

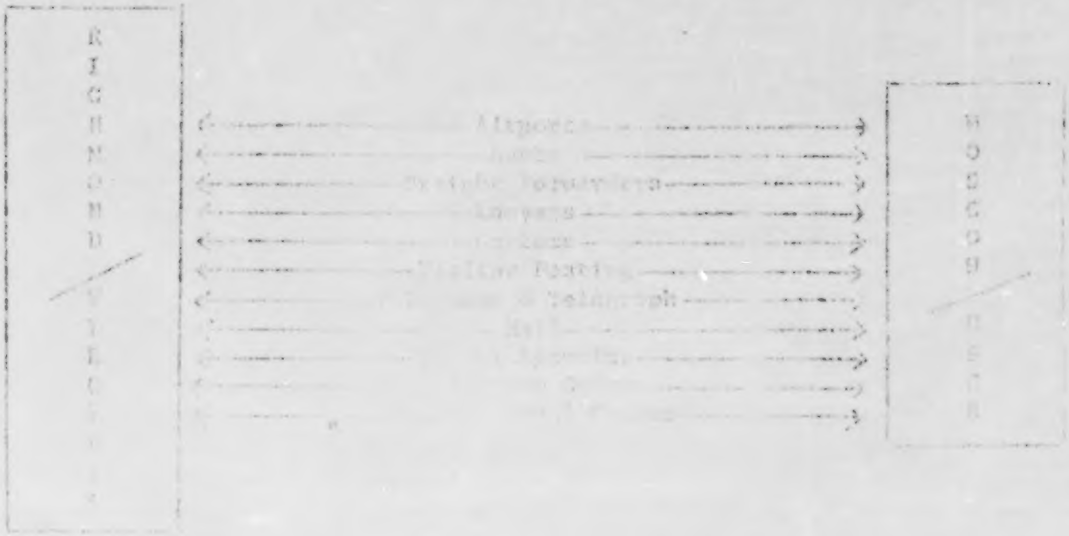
* Adapted from Alger, [illegible], p. 6.

Figure 3: [illegible] of International Activity *


RICHMOND
VIRGINIA
TOKYO
JAPAN
Money
Material Goods
Enterprise
Knowledge
Knowledge
Ties
Ties
Status
ship
Identity

* Adapted from Alger, [illegible] p. 10.

Figure [illegible] by Cities [illegible]


RICHMOND
Airports
Freight Forwarders
Lawyers
Telephone & Telegraph
MOSCOW

* Adapted from [illegible]

Representative examples of RVW projects, Fall '76

Business/commercial related: The International activities of
    The Virginia tobacco industry
    Reynolds Metals Co.
    Richmond banks
    The Ethyl Corporation
    The Export-Import Club
    The Hampton Roads Ports

Attitudinal Surveys of:
    University of Richmond Political Science, and History majors on selected foreign policy questions
    The Richmond Times Dispatch and The Newark Star Ledger: Editorial survey for month of September 1976

Selected ethnic or religious groups:
    The Richmond Jewish Community
    The Richmond Spanish-speaking Community
    Indo-Chinese refugees in Richmond & Virginia
    The Lutheran Church in Richmond, Virginia, and the World
    Richmond, Virginia, and Africa

Other:
    International Tourism in Richmond
    The Overseas activity of University of Richmond faculty
    International Relations classes in local high schools
    Comparative study of Virginia's 4th & 5th Congressional Districts: Their international linkages

RESERVE MATERIAL - Poli Sci 208

BOOKS

Mansback, Lambert, Ferguson, The Web of World Politics
Bloomfield & Bloomfield, The U.S., Interdependence, and World Order
Man~~s~~gone, Foreign Policy and Onondaga County

ARTICLES

Alger, "A World of Cities (or Foreign Policies Begin at Home)"
Alger, "From Research to Community Action: A Report on Six Community Projects"
Outland, "Yes, Virginia, Foreign Policy Means You"
Commonwealth, "Trader to the World" (March 1976)

REPORTS & PAMPHLETS

Economic Profile of Virginia (1973)
Virginia Facts & Figures (1975)
Federal Outlays in Virginia, OEO (1972)

Division of Markets Annual Report, 1975-76
Virginia Dept. of Agriculture & Commerce

International Trade Development Annual Report, 1975-76
Div. of Markets, Virginia Dept. of Agriculture & Commerce

Market Development Annual Report, 1975-76
Div. of Markets, Virginia Dept. of Agriculture & Commerce

JOURNALS:

There are numerous journals in the library that have a Virginia connection. Often they can serve as sources of information for rather specialized topics. Among the more useful journals are:

Commonwealth: The Magazine of Virginia

In addition to the March '76 article on reserve above, the following articles are among those of interest:

"The Military in Virginia" (March 1970)
"The Benign Invasion: Foreign Investment in Virginia (Dec. 1972)
"The Dulles Gateway" (Oct. 1973)
"Travel, Energy & Virginia" (June 1974)
"Konnichi-Wa, Virginia" (July 1974)
"Virginia Busy Skies" (Oct. 1974)
"Virginia Offshore" (Dec. 1974)
"The Mexican Connection" (April 1975)

ALSO:

Virginia Economic Review
Virginia Economic Indicators
Virginia Quarterly Review (e.g. Autumn '76 article on Harry Byrd)
Virginia Social Science Journal

A Research Guide to International Law and International Organizations

Political Science 301

In attempting research in the area of international law and international organizations, the card catalog is the place to begin. Most of the United Nations' documents and publications will be found there listed under the heading, United Nations, and under the various subjects to which they pertain. For other pertinent materials, investigate headings such as International Law, International Organizations, International Relations, Aggression, Arbitration, etc. Material also may be found in the vertical file (those metal filing cabinets in the reference area). There is a large amount of United Nations material in this file, dating from about 1946 to about 1950.

For the most current materials, periodicals are most useful. Here are some of the periodicals in Boatwright Library that relate to the topic.

American Journal of International Law (and supplements), 1907 - This is the leading journal in the field of international law. A special issue of the journal carries the papers and discussions of the annual meetings of the Society.

Department of State Bulletin, 1939 - This is the official weekly record of United States foreign policy.

Foreign Affairs, 1923 - This is one of the most prestigious and controversial of the political science journals. It contains any aspect of international affairs that would be of interest to a student.

Interdependent, 1974 - Monthly newspaper of the U.N. Association

International Affairs, 1975 - Contains articles analyzing current topics-political, economic, and social-of broad international interest.

International Conciliation, 1965 (scattered)- Its purpose is to present its readers factual statements and analyses of problems in the field of international relations. Each issue is devoted to a single topic.

International Interactions, 1975 - Articles deal with patterns of cooperation, conflict, and interdependence among the countries of the world.

International Legal Materials, 1962 - A collection of current documents designed to provide up to date information to scholars, lawyers, advisors to governments, national and international officials, etc. Concerned with the legal aspects of public and private international relations.

International Organization, 1947 - One of the principal scholarly periodicals in the field of international organizations. Contains short articles on subjects of broad international scope and has summaries of the activities of the various organizations.

Readers Guide to Periodical Literature. Index to the more popular periodicals of a general nature. It is a subject and author index. (Index Table)

New York Times Index. This is an index to the *New York Times*, which we have on microfilm on the second floor. Not only does it index the Times, but it also has abstracts of many of the articles. (Reference Area)

Washington Post Index. We have the *Post* on microfilm since 1974. It is located in the microfilm area on the second floor. This index gives access to it. The *Washington Post Index* is located in the Reference Area.

There are also a number of general reference books and government documents which might be helpful in your research.

Europa Yearbook. London:Europa Publications Limited, 1976. 2 vols. This is an important reference work which covers both international and the political and economic life of the countries of the world. Volume 1 deals with international organizations. Ref/JN/1/E85

Gould, Wesley L. and Michael Barkun. *Social Science Literature: A Bibliography of International Law*. Princeton: Princeton University Press. 1972. Ref/Z/6461/G68

Hackworth, Green H. *Digest of International Law*. 8 vols. Washington: Government Printing Office, 1940-1944. These present extracts from diplomatic communications, departmental instructions, treaties, *etc*. It covers the legal aspect of international affairs up to 1940. It includes such topics as recognition, acquisition and loss of territory, national jurisdiction, high seas, diplomacy, intervention, *etc*. Ref/JX/237/W55

The Middle East and North Africa, 1974-1975. London: Europa Publications, 1974. This deals with current developments in the Middle East. It has ageneral survey section and a section on the involvement of international organizations in the Middle East. It also contains a descriptive survey on individual countries. Ref/DS/49/M5

United Nations. *Yearbook of the United Nations*. New York: Office of Public Information, 1975. This book provides an authoritative and concise account of U.N. activities. It is the standard publication on the annual work of the United Nations. It presents the history and developments of the U.N. and the functions of the General Assembly and the councils. It discusses political and security questions, economic and social questions, etc. Also contains reports on the specialized agencies. Ref/JX/1977/A37

Peaslee, Amos J. *International Governmental Organizations*. 2 vols. The Hague, Netherlands: Martinus Nijhoff, 1961. This is a publication of the texts of the basic constitutional documents of the principal international governmental organizations. Unfortunately, it is somewhat out of date. Ref/JX/1995/P4

Plano, Jack C. *The International Relations Dictionary*. New York: Holt, Rinehart and Winston. 1969.

Political Handbook of the World. Treats the independent governments of the world; usually gives chief government officials, party programs, and leaders, and the press. Has a section on intergovernmental organizations Ref/JF/37/P6/1976

International Institute for Peace and Conflict Research. SIPRI Yearbook of World Armaments and Disarmaments, 1968 - Latest edition in reference (1976). Attempts to provide a factual and balanced survey of developments in the arms race and efforts to curb it. Ref/U/10/I 55/1976

Statesmen's Yearbook: Statistical and Historical Annual of the States of the World. London: Macmillan, 1976. Provides a concise summary of statistical, historical, and political data about the nations of the world and their international organizations. Major officials are also included. Ref/JA/51/S7

Union of International Associations. Yearbook of International Organizations. Brussels: Union of International Associations, 1974. This yearbook contains information about officers, organization, history, aims, and membership of both intergovernmental and non-governmental organizations. Ref/JX/1904/A42

United Nations. Statistical Office. Demographic Yearbook; Annuaire Demographique, 1974. New York, 1976. Contains demographic data about 250 countries. The data include population, birth, death, marriage, and divorce statistics. Ref/HA/17/D45

United Nations. Statistical Office. Statistical Yearbook; Annuaire Statistique, 1974. New York, 1975. A wide variety of subjects are covered in this source including population, agriculture, mining, finance, trade, and education. Ref/HA/12.5/U63

United States, Department of State. Treaties and Other International Agreements of the United States of America, 1776-1949. 12 vols. Washington: Government Printing Office, 1968. These contain a chronological arrangement of the texts of all treaties and agreements entered into by the United States from 1776 through 1949. They are arranged by countries. The first four volumes contain multilateral agreements. Each volume has a brief index and an extensive table of contents. JX/236/1968/A5

United States, Department of State. United States Treaties and Other International Agreements. Washington: Government Printing Office, annual commencing in 1950. The library has volumes from 1950 through 1975. The more recent, paperbound documents in this series can be found in the documents section, third floor. (S9.10:) This series contains the text of treaties arranged in the order in which they were published for the state department. Ref/JX/231/A34

United States, Department of State. Treaties in Force. Washington: Government Printing Office, 1976. This publication lists treaties and other international agreements of the United States on record in the Department of State on January 1, 1976. Ref/JX/236/1929c

Universal Reference System. Political Science, Government, and Public Policy Series. 10 vols. Princeton: Princeton Research, 1965-1969. Volume one entitled *International Affairs*, is relevant. The set is an annotated and indexed compilation of significant books, pamphlets, and articles. There is an annual supplement. Ref/Z/6461/U66/Vol.1

Whiteman, Marjorie M. *Digest of International Law*. 15 vols. Washington: Government Printing Office, 1963-1973. This is intended to reflect the status of international law as the Hackworth books. It has a table of contents for each volume and a comprehensive index in the final volume. JX/237/W55

Who's Who in the United Nations and Related Agencies. New York: Arno Press, 1975. Ref/JX/1977/W467

United States, House of Representatives. *House Hearings*. Washington: Government Printing Office, irregularly. These contain the transcripts of testimony given before committees and subcommittees of the House of Representatives. They contain information revealing the many aspects of an issue. (Gov. Docs.)

United States, Senate. *Senate Hearings*. Washington: Government Printing Office, irregularly. See House Hearings. (Gov. Docs.)

Worldmark Encyclopedia of the Nations. 5 vols. New York: Harper and Row, 1971. Its purpose is to offer the reader a portrait of the world-the individual nations and their meeting ground, the United Nations system. It maintains a supranational attitude and contains material on intergovernmental organizations as well as individual countries. Volume one deals specifically with the United Nations.

Yearbook of International Communist Affairs, 1976. Stanford, California: Hoover Institution Press, 1976. Purpose is to provide basic data about organizational change and personnel changes, attitudes toward domestic and foreign policies, as well as activities of communist parties and international front organizations throughout the world. Ref/HX/1/Y4/1976

Zawodny, J.K. *Guide to the Study of International Relations*. San Francisco: Chandler Publishing Company, 1966. Though a bit dated, this is an excellent guide to material in international affairs. It is a good annotated bibliography of journals, books, encyclopedias, *etc*. There is a section on international law and international organizations. Ref/Z/6461/Z3

Moore, John B. *Digest of International Law*. 8 vols. Washington: Government Printing Office, 1906. Ref/JX/237/M7

Rovine, Arthur W. *Digest of United States Practice in International Law, 1973*. Washington: Government Printing Office, 1974. The most recent summary of international law as it pertains to the United States. Comes out annually; library now has 1974 and 1975 as well. Ref/JX/237/U68/1973

United States, Superintendent of Documents. Monthly Catalog of United States Government Publications. Washington: Government Printing Office, monthly. This is a monthly listing of government publications with an index. At the end of each year there is an annual cumulation, also with a subject and title index. Although this publication does not list all government publications, it lists many of them. In the Boatwright Library, there is usually a check by items that are available in the library. (Reference Department)

ADDENDUM

Index to Legal Periodicals. Published for the American Association of Law Libraries. New York: Wilson. Located in the law school library. It is the standard tool for locating literature in law journals.

February 15, 1977

THE FINAL YEAR OF THE LIBRARY-FACULTY PARTNERSHIP PROGRAM:

A REPORT BY THE PROJECT ASSOCIATE

The 1977-1978 session was the fifth and final year of my participation in the Library-Faculty Partnership Program (LFPP). In my capacity as Project Associate, this meant assessment and reporting duties rather than recruiting new participants for the next year. It meant making a case for continuation of the project and especially its nationally unique released time feature for faculty members. In this regard, I attended meetings with President Heilman (August 29, 1977) and Dean of Arts and Sciences Riley (November 28, 1977 and March 8, 1978), along with the University Librarian, to articulate the need to continue the LFPP. I also conferred with many faculty colleagues about the future of the program. Upon my recommendation as chairman of the University Library Committee, it was resolved by the committee "that the University continue budgetary support of the Library-Faculty Partnership Program, utilizing the released time feature which has made it unique nationally and meaningful to fourteen faculty participants in their development of library centered teaching." This resolution was forwarded to the University Librarian and University Vice-President and Provost Vulgamore for action following presentation to the University faculties in their final meeting of the year.

During the 1977-78 year, I also continued my own experiments in History 205 (American History to 1865) and History 354 (American Diplomatic History Since 1900). In the former, I especially utilized in the first semester the revised and completed "Bacon's Rebellion in Virginia." This teaching-learning unit consists of 140 slides with a 28 minute tape, used with a Student Guide (enclosed). Students in History 205 were required to view the slides and listen to the tape in individual carrels in the Learning Resources Center and then complete a library exercise. The immediate student reactions were positive and indicate that learning about Bacon's Rebellion and use of the library was enhanced. Several questions on the formal evaluation of the course will provide more concrete evidence of this. I continued to work on several other slide-tape units and almost completed one on "Richmond in the Civil War." I did use the slides for that unit in a classroom setting, and I similarly used slides being gathered for units on "Jefferson and Sally Hemmings" and "Charles Wilkes -- Explorer and Diplomat." If I learned anything in my role as a faculty participant in the LFPP, I learned that creating your own instructional packages is an extremely time-consuming task. Commercially available materials do not tie library instruction with historical content and generally are of an elementary character. More historians should try to design their own materials, but until universities can afford released time as a normal incentive to instructional development, or until additional grant monies are available, little will be done of this nature.

Another activity related to my participation in the LFPP was the lecture on the "Great Awakening" to my History 205 class meeting in the Virginia Baptist Historical Society Library. Students were introduced to the historical significance of the religious revival by eighteenth century documentary illustrations from that special collection. In my capacity as Acting Director of that collection, I also lectured to another faculty participant's American literature class (March 8, 1978) and assisted in a directed-research experience for them in the collection.

As in the past three years, my American Diplomatic History class in the second semester engaged in the "Diplomats in Crisis" projects. This time, the projects were improved by: creation of several new topics, more systematic coordination with Reference Librarians Jim Jackson and Kathleen Francis, and more thorough evaluation of the projects both during the semester and at the end. The final papers were evaluated (read and graded) by the instructor and Mr. Jackson. Both consulted with students several times during the semester, Jim appeared before the class twice, and students seemed to take the project more seriously. Papers seemed to be better than before, although despite our greater efforts, more hand-outs, etc., some students did not satisfy all requirements regarding the search strategy and final paper.

The National Archives aspect of my "Diplomats-in-Crisis" project remains unique among the fourteen faculty participants in the five-year LFPP. Yet my colleagues in the History Department have joined me now in trying to utilize the vast Archives' collections for student research. Two additional colleagues and their classes joined my class for the annual Archives trip, and another colleague joined me in participating in the conference given by the National Archives in May and June, 1978. The future for archival-based student research, tied in with Boatwright resources and personnel, seems very bright. But again, it requires much time and effort to design the more intensive and "sophisticated" directed-research, with a bibliographic instruction component, and I know that released time was a tremendous aid to me. Without released time in the future, I fear that such change as this in existing courses will not occur as soon -- if at all. Library assignments, whether traditional book reviews or term papers, design and use of audio-visual learning packages, bibliographic instruction, or library-archives-based research, should not be a mere "add-on" but fully developed and coordinated with the course and library. Time is required to do this! (See attached "Diplomats in Crisis" materials.)

Limited time was again spent in 1977-78 evaluating the library's holdings in American Diplomatic History. Compared to previous evaluations, this latest evaluation revealed continued improvement, largely because of careful purchasing. More thorough evaluation of two periods, "American Intervention in World War I, 1917" and the "1920's and 1930's" will produce more careful purchase requests for 1978-79. Evaluation of student bibliographies for the "Diplomats in Crisis" papers also has produced some few book and journal requests. Here again is illustrated a benefit of course-centered bibliographic instruction and released time for faculty engaged in developing library-centered teaching. (See attached sheet for data summary.)

Related to but not a result of my collection development activities is a current project in which I am engaged. I have been asked to write a bibliographic essay on "American Diplomacy in the 1920's and 1930's" for a book to be published by Greenwood Press. This task should be made easier by the collection development work of the past years on the LFPP.

Other activities this year included attendance at the periodic "seminars" of the LFPP "team" of librarians and faculty. As requested, I directed two of these, presenting brief programs on my experiments in History 205 and History 354. During the year I also talked to two off-campus visitors about the LFPP, corresponded with several, and wrote a brief account of our successful effort to obtain the grant from the Council on Library Resources and the National Endowment for the Humanities. I also agreed to serve as a consultant to the Western Illinois University Library if they are successful in receiving a College Library Program grant.

I attended three meetings off-campus under LFPP funding in 1977-78. Dean Riley, University Librarian Robison, and I attended a bibliographic instruction workshop at Earlham College, Richmond, Indiana, November 17-18, 1977. Upon returning I reported to the faculty participants and librarians, the library staff, and other faculty, including the University Library Committee. (See attached report, "The Faculty and Bibliographic Instruction," November 28, 1977.) I also attended the annual meeting of the Organization of American Historians in New York, April 12-15, 1978 (funded in part by Department of History travel funds). A very helpful workshop for further developing archival-based student research which I direct was "Going to the Source" at the National Archives, Washington, D. C., May 30-June 2, 1978. At two of these meetings and during the class trip to the National Archives, I also consulted with Ms. Elsie Freivogel (Program Director, Education Programs Division of the National Archives) concerning a grant proposal to support archival-based student research and courses. The History Department may join the National Archives in an effort to obtain funding to expand and enhance existing opportunities for our faculty and students. With the termination of the LFPP, more of my colleagues than ever are interested in library-and-archives centered teaching, and the department needs support for released time, student and faculty travel, and supplies.

The time which I have devoted to the Project has extended into the summer this final year as I am assisting the University Librarian in writing the final report for the LFPP. Our evaluation of the program was an on-going one and then was concentrated in more than a month of interviewing all participants. Each one was interviewed for approximately one hour. Digesting the transcripts of these recorded interviews, compiling the data, and report writing continue to be very time-consuming but necessary tasks.

I am grateful to many persons for the opportunities that my five-year participation in the LFPP brought. Without the support of former University Provost Charles Glassick, my ideas which resulted in the University's grant application would never have seen the light of day. And I am especially glad to have had the opportunity to work with Dennis Robison, University Librarian, who came into the program in its second year. I thank Jim Jackson for the keen interest shown my students in American Diplomacy and Terry Goldman for his attempts to train me in audio-visual instructional techniques. To the Council on Library Resources and the National Endowment for the Humanities I am grateful for the grant which made it all possible.

Ernest C. Bolt, Jr.
June 1, 1978

Bolt 1977-78

STUDY GUIDE

"Bacon's Rebellion in Virginia"

Objectives:

(1) To examine the historical setting and record of Bacon's Rebellion in Virginia.

(2) To understand what it takes to have "civil disobedience."

(3) To use library materials on this topic, obtain certain research skills, and become more familiar with the library.

(4) To encourage analysis and further study of historical events.

Library Exercise (to be completed in the library after viewing the slice-tape unit):

1. Using The Dictionary of American Biography, look up both Nathaniel Bacon and William Berkeley. Who is the author of each sketch?

   Bacon: ______________________________

   Berkeley: ______________________________

2. What in Bacon's English heritage (birth, education, etc.) helped prepare him for a leadership role in the New World?

3. What in Berkeley's background/experience helps to explain his attitudes in 1676?

4. Summarize in your own words one of the biographical sketches consulted.

5. Using a good dictionary, define "civil disobedience" and "rebellion."

civil disobedience

rebellion

6. Locating information --

Use the card catalog, and, if necessary, the reference librarians, to locate at least two of the following types of information on Bacon's Rebellion. Give full bibliographical citations and briefly describe source which you consulted.

Select two or more:

material on a related historic site or on historic preservation:

official government records:

literary sources (poetry, prose, etc.):

scholarly monograph or reviews of same:

newspaper accounts:

broadsides:

scholarly articles:

Analysis and Interpretation Exercise (to be completed after viewing the slide-tape unit and after completing the above library exercise):

1. Why do you feel Bacon and his small party were justified in their actions? Or why do you feel that they were not justified?

2. Before April 1676, was the activity of Bacon and his men civil disobedience or rebellion? Explain.

3. Of what importance was the "generation gap" in the Bacon-Berkeley confrontation?

4. Write a brief essay on one of the following. Demonstrate your ability to support opinion with historical evidence.

(a) Do you consider Bacon a "hero" or "rabble rouser"?

(b) How do you judge Bacon on race relations?

(c) To what extent does Bacon's Rebellion reveal (or not reveal) a classless society in colonial America?

Using Documents

Read the document reprinted below. List Bacon's grievances against the Governor?

Why did Bacon assert his loyalty to the king?

Why did Bacon claim to represent the common people when in fact this document was never approved by them?

THE DECLARATION OF THE PEOPLE

1676

For having upon specious pretences of public works, raised unjust taxes upon the commonalty for the advancement of private favourites and other sinister ends, but no visible effects in any measure adequate.

For not having during the long time of his government in any measure advanced this hopeful colony, either by fortification, towns or trade.

For having abused and rendered contemptible the majesty of justice, of advancing to places of judicature scandalous and ignorant favourites.

For having wronged his Majesty's prerogative and interest by assuming the monopoly of the beaver trade.

By having in that unjust gain bartered and sold his Majesty's country and the lives of his loyal subjects to the barbarous heathen.

For having protected, favoured and emboldened the Indians against his Majesty's most loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, murders, and robberies committed upon us.

For having, when the army of the English was just upon the track of the Indians, which now in all places burn, spoil, and murder, and when we might with ease have destroyed them who then were in open hostility, for having expressly countermanded and sent back our army by passing his word for the peaceable demeanour of the said Indians, who immediately prosecuted their evil intentions, committing horrid murders and robberies in all places, being protected by the said engagement and word passed of him, the said Sir William Berkeley, having ruined and made desolate a great part of his Majesty's country, have now drawn themselves into such obscure and remote places and are by their successes so emboldened and confirmed, and by their confederacy so strengthened that the cries of blood are in all places, and the terror and consternation of the people so great, that they are now become not only a difficult, but a very formidable enemy who might with ease have been destroyed, etc. When upon the loud outcries of blood, the Assembly had with all care raised and framed an army for the prevention of future mischiefs and safeguard of his Majesty's colony.

For having with only the privacy of some few favourites, without acquainting the people, only by the alteration of a figure, forged a commission by we know not what hand, not only without but against the consent of the people, for raising and effecting of civil wars and distractions, which being happily and without bloodshed prevented.

For having the second time attempted the same thereby calling down our forces from the defence of the frontiers, and most weak exposed places, for the prevention of civil mischief and ruin amongst ourselves, whilst the barbarous enemy in all places did invade, murder, and spoil us, his Majesty's most faithful subjects.

Of these, the aforesaid articles, we accuse Sir William Berkeley, as guilty of each and every one of the same, and as one who has traitorously attempted, violated and injured his Majesty's interest here, by the loss of a great part of his colony, and many of his faithful and loyal subjects by him betrayed, and in a barbarous and shameful manner exposed to the incursions and murders of the heathen.

And we further declare these, the ensuing persons in this list, to have been his wicked, and pernicious counsellors, aiders and assisters against the commonalty in these our cruel commotions:

Sir Henry Chicherly, Knt.
Col. Charles Wormley
Phil. Dalowell
Robert Beverly
Robert Lee
Thos. Ballard
William Cole
Jos. Bridger
Wm. Clabourne
Thos. Hawkins, Jr.
William Sherwood
Jos. Page, Clerk
Jo. Cliffe, Clerk
Hubberd Farrell

Richard Whitacre
Nicholas Spencer
John West
Thos. Reade
Mathew Kemp

And we do further demand, that the said Sir William Berkeley, with all the persons in this list, be forthwith delivered up, or surrender themselves, within four days after the notice hereof, or otherwise we declare as followeth: that in whatsoever house, place, or ship any of the said persons shall reside, be hid, or protected, we do declare that the owners, masters, or inhabitants of the said places, to be confederates and traitors to the people, and the estates of them, as also of all the aforesaid persons, to be confiscated. This we, the commons of Virginia, do declare desiring a prime union amongst ourselves, that we may jointly, and with one accord defend ourselves against the common enemy. And let not the faults of the guilty be the reproach of the innocent, or the faults or crimes of the oppressors divide and separate us, who have suffered by their oppressions.

These are therefore in his Majesty's name, to command you forthwith to seize the persons above mentioned as traitors to the king and country, and them to bring to Middle Plantation, and there to secure them, till further order, and in case of opposition, if you want any other assistance, you are forthwith to demand it in the name of the people of all the counties of Virginia.

signed
NATH BACON, Gen'l.
By the Consent of the People.

Virginia Magazine of History and Biography, I (1894), pp. 59-61.

SLIDES AND SOURCES

1 Title: Bacon's Rebellion in Virginia

2 Landsat photo of Chesapeake Bay area and Virginia

National Geographic Society, "Portrait U.S.A." NASA LANDSAT photo, supplement to National Geographic Magazine, July, 1976.

3 Color Map of Virginia

Manuscript map by John Farrer, 1650, in New York Public Library. Watercolor. First published in 1651. Farrer was an official of the Virginia Company. He depicted the Pacific Ocean (top) as only ten days' march from the falls of the James River! On this map, there are more details of Virginia and Maryland for the first time. See Cumming, W.P., et. al., eds. Discovery of North America (1972), p. 268.

4 Virginia Planter

Harper's Magazine, Jan., 1896, in Howard Pyle's Book of the American Spirit (1923), p. 37.

5 Pigeons

Pigeons on Capitol lawn, Richmond, 1976.

6 Broken limbs

Wooded area in Richmond, 1976.

7 T.M.'s Journal

Facsimile of T.M.'s narrative (Library of Congress) in Charles M. Andrews, ed., Narratives of the Insurrections, 1675-1690 (1915), opposite p. 15. Complete title: The Beginning, Progress, and Conclusion of Bacon's Rebellion, 1675-1676 (1705), by T.M. (Thomas Mathew)

9 T.M.'s Journal

First page of T.M.'s narrative (reprint) in Andrews, Narratives, p. 15.

10 Men dying

Howard Pyle's "On the War-Path," Harper's Magazine, Mar., 1901, in Pyle's Book of the American Spirit (1923), p. 39, and Woodrow Wilson, A History of the American People (1902), vol. I, p. 265.

11 Map of Westmoreland and Stafford Counties, 1676

Harry Finestone, ed. Bacon's Rebellion: The Contemporary News Sheets (1956), pp. 36-37. Part of the John Speed map of Virginia and Maryland, published in London in 1676. Reprinted.

12 Virginia Indian Village

Lorant, Stefan, ed. The New World: The First Pictures of America Made by John White and Jacques Le Moyne and Engraved by Theodore De Bry (new revised ed., 1965), p. 191. Watercolor by John White, of Algonquin village of Secoton, on the Pamlico River (near present Bonnerton, N.C.). John White went with Sir Walter Raleigh's colonists to Roanoke in 1585.

13 Virginia Indian Village

Lorant, *New World*, p. 265. Engraving by German engraver-publisher Theodore DeBry, based on John White's watercolor (see previous slide). Engraving was first published in Thomas Hariot, *A Brief and True Report of the New Found Land of Virginia* (1590). Hariot was a scientist with Sir Walter Raleigh's Roanoke colonists (1585).

14 Map of Indian Fort, 1676

Morton, Richard L., *Colonial Virginia*: Vol. I: *The Tidewater Period, 1607-1710* (1960), p. 242.

15 Frontier fighters

16 Map of Susquehannah fort, 1676

Carson, Jane, *Bacon's Rebellion: 1676-1976* (1976), p. vi.

17 Frontier Conflict with Indians

Lossing, Benson J., *Our Country*: Vol, I (1877), oppos. p. 590 Felix O.C. Darley, artist.

18 Susquehannah Fort

Eggleston, Edward, "Nathaniel Bacon, the Patriot of 1676," *The Century Magazine*, XL, no. 3 (July, 1890), p. 425. Facsimile of a drawing, "Plan of the Susquehannah Fort," in the British Public Record Office.

19 Indian village

Beverley, Robert, *The History and Present State of Virginia* (1947 reprint), oppos. p. 174. Engraving by Simon Gribelin (adapted from Theodore DeBry engraving in 1590 edition of Thomas Hariot's *Virginia*). This engraving was first published in Beverley's first edition, 1705.

20. Sir William Berkeley, 1680

Washburn, Wilcomb E., *The Governor and the Rebel* (1957), opposite title page. This portrait, by Sir Peter Lely in Berkeley Castle, was begun in 1677 and completed after Berkeley's death.

21 Gathering of Virginia Planters

Bryant, William Cullen and Sydney Howard Gay, eds. , *A Popular History of the United States* (4 vols., 1881-1885), vol. I, p. 293.

22 Susquehannah Village

Montanus, Arnoldus, *America* (1671), reprinted in W.P. Cumming *et. al.*, eds., *Exploration of North America 1630-1776* (1974), p. 82.

23 Killing of the Chiefs

Bryant and Gay, *Popular History*, I, p. 295.

24 Map: Bacon's Quarter, 1676

Wertenbaker, Thomas Jefferson, *Bacon's Rebellion, 1676* (1957), p. iii.

25 Color Photo of James River
Ryan, David D., The Falls of the James (1975), p. 6.

26 William Byrd I.
Virginia State Library, reproduced in Parke Rouse, Jr., Virginia:The English Heritage in America (1966), p. 95.

27 Indian Raid
Engraving by F.O.C. Darley in Lossing, Our Country, I, p. 398

28 Indians plundering plantation
Engraving by F.O.C. Darley in Lossing, Our Country, I, opposite p. 464.

29 Blank

30 Objectives:1

31 Objective:2

32 Objective:3

33 Objective:4

34 Indian Attack
Stephens, Alexander H., A Comprehensive and Popular History of the United States (1882), opposite p. 54.

35 Indian attack (partial)
Same as above

36 1622 attack on Jamestown
Theodore DeBry engraving, 1634, depicting the 1622 massacre, in American Heritage, April, 1963, p. 68.

37 1622 attack on Jamestown: 2
Theodore DeBry engraving, from T. De Bry, America, part XIII (1634), opposite p. 28, reprinted in W.P. Cumming et. al. eds., Discovery of North America (1972), p. 262.

38 1622 attack on Jamestown: 3
Same as above

39 Indian celebration
"Massacre of 1622," engraving in Mary Tucker Magill, History of Virginia, For the Use of Schools, 8th ed. (1883), p. 69.

40 Jamestown, 1622
Coman, Katherine, Industrial History of the United States (1905) in Pageant of America, vol. I (1925), p. 189.
Copy 1706-27, by Dutch artist Pieter Vander Aa, from Theodore De Bry engraving, 1634 (see slide #36).

41 Jamestown, 1622
Coman, K. Industrial History of the U.S. (1910), p. 55.
Enlarged village by "modern artist," copied from T. De Bry (1634) and later Dutch print (1706-27).

42 Jamestown and Fort
Hume, Ivor Noel, *Here Lies Virginia: An Archeologist's View of Colonial Life and History* (1963), p. 44. Sidney King painting, an impression of Jamestown, 1625.

43 Jamestown Fort
painting by Sidney King, Jamestown Island.

44 Indians fishing
Lorant, *New World*, p. 189.Watercolor by John White.

45 Indians fishing
Lorant, *New World*, p. 251. Engraving by Theodore De Bry.

46 Indians in village
Painting by Sidney King, Jamestown Island.

47 Indian Farmer
Lorant, *New World*, p. 243. Engraving by Theodore De Bry.

48 Indian-settler fighting
Cooke, John Esten, *Stories of the Old Dominion* (1879), p. 74. Engraving.

49 Indian chasing girl
Shinn, Josiah H., *History of the American People* (1893), p. 71. Engraving.

50 Bacon Quarter Branch
Engraving in Bryant and Gay, *Popular History*, I, p. 297.

51 Bacon's Quarter Branch area
Bacon's Richmond plantation was located at approximately this site. 1977 slide.

52 Bacon's Quarter area
Bacon's Richmond plantation is now (in part) a city sanitary landfill. 1977 slide.

53 Bacon and Berkeley meet
Warner, Charles Willard Hoskins, *Road to Revolution: Virginia's Rebels FromBacon to Jefferson* (1961), oppos. p. 4. Depicts Bacon in Jamestown, before the statehouse; National Park Service, Jamestown Island.

54 Bacon and Berkeley meet
Bruce, Philip Alexander, *A School History of the United States* (1903), p. 54. Engraving Note that Bacon and soldiers are depicted in this engraving with uniforms and helmets!

55 Berkeley
Sidney King painting of Bacon and Berkeley (this slide of Berkeley only), Jamestown Island.

56 Planters and slave ship
Harper's Magazine, Jan., 1901, reprinted in *Howard Pyle's Book of the American Spirit*, p. 11.

57 Farmer harvesting tobacco
Sidney King painting, Jamestown Island.

58 Jamestown houses
Cotter, John L., *Archeological Excavations at Jamestown* (1958), p. 54. Conjectural drawing by Sidney King. This may have been the home of rebel Richard Lawrence, which was burned in 1676.

59 Jamestown house
Painting by Sidney King, Jamestown Island. This house is comparable to the Wolfe house in Surry County and probably dates 1650-1676, See Cotter, *Jamestown*, p. 37.

60 Sir William Berkeley
Stanard, Mary Newton, *Colonial Virginia* (1917), opposite p. 146. Portrait (c. 1665) from the Virginia State Library.

61 Green Spring
This is the only known drawing of seventeenth century Green Spring; a survey plat, 1683.

62 Green Spring
Morton, Richard L., 350th Anniversary History Booklets, no. 9: *Struggle Against Tyranny*. Only known drawing of the seventeenth century plantation house; appears on the 1683 Soane survey plat.

63 Green Spring, 1797
Watercolor sketch by Benjamin Latrobe (1764-1820) in J. Paul Hudson, "This Was Green Spring: Plantation, Refuge, Prison, Statehouse," reprint, n.d., from *The Iron Worker*, cover.

64 Blank

65 Map: Bacon's James River residence
Wertenbaker, *Bacon's Rebellion*, p. iii.

66 Map: Curles Neck
Carson, *Bacon's Rebellion*, p. vi.

67 Curles Neck document, with Bacon Signature
Fiske, John, *Old Virginia and Her Neighbors* (1900), vol. II, p. 75.

68 Falls of the James
Latrobe watercolor, in Benjamin Henry Latrobe, *The Journal of Latrobe: Being the Notes and Sketches of An Architect, Naturalist and Traveler in the United States From 1796 to 1820* (1905), opposite p. 22.

69 Curles Neck photo
Blair, LouisaColeman and Robert Findlater Williams, *Nathaniel Bacon: A Play in Four Acts* (1907), opposite title page.

70 Bacon in fiction
Scruggs, Philip Lightfoot , *Man Cannot Tell* (1942), a novel based largely on Wertenbaker's *Torchbearer of the Revolution* (1940). Artist's conception of Bacon; dust cover of book.

71 Map: Richmond, 1775
Sanchez-Saavedra, E.M., *A Description of the Country: Virginia's Cartographers and Their Maps, 1607-1881* (1975), map #3. This is a facsimile portion of the Fry- Jefferson map of Virginia and Maryland (1775) in the Virginia State Library.

72 Bacon's Quarter photo
Recent photo of Bacon's Quarter Plantation area in Richmond.

73 William Byrd I
Virginia State Library, In Rouse, *Virginia*, p. 95.

74 Bacon signature
Fiske, *Old Virginia*, p. 75. Curles Neck document, 1674.

75 Sir William Berkeley
Morton, *Colonial Virginia*, vol, 2, opposite p. 273. This 1680 portrait, by Sir Peter Lely, is in Berkeley Castle, England.

76 Indians around fire
Engraving by Theodore De Bry in Lorant, *New World*, p. 259.

77 Indian warriors
Engraving by Theodore De Bry, in Lorant, *New World*, p. 231.

78 Indian warrior
Watercolor by John White, in Lorant, *New World*, p. 193.

79 Henning's document, 1676
The Statutes at Large: Being a Collection of All the Laws of Virginia..., ed., by William Waller Henning, vol. II, 1669-1682 (1823, reprinted in 1969), p. 326.

80 Henning's document, 1676
See *Laws of Virginia*, vol, II, pp. 344-345 for Bacon's Laws, June 5, 1676.

81 Map: Surry and New Kent counties
Finestone, *Bacon's Rebellion*, pp. 36-37. Map of Virginia and Maryland by John Speed, 1676, and first published in London 1676.

82 Map: Surry and New Kent counties
Same as before.

83 Map: Surry and New Kent counties
Same as before.

84 Map: Charles City county
Wertenbaker, Bacon's Rebellion, p. iii.

85 Map: Jordan's Point
Carson, Bacon's Rebellion, p. vi.

86 Jordan's Point Meeting
"Bacon Addressing His Men, " engraving in Magill, History of Virginia, p. 97.

87 Questions

88 Blank

89 Berkeley signature
Fiske, Old Virginia, vol, II, p. 224.

90 Bacon leading men
Sidney King sketch, depicting the "Hearts of Gold" speech in Green Spring, in Warner, Road to Revolution, opposite p. 36.

91 Map: Richmond to Occaneechee area
National Geographic Society, map supplement to Oct., 1976 National Geographic Magazine.

92 Occaneechee excavation

93 Indian fort
Lorant, New World, p. 263. Theodore De Bry engraving.

94 Bacon signature
British Museum, in Eggleston, "Bacon," p. 422.

95 Jamestown buildings
Sidney King's conjectural drawing, in Cotter, Jamestown, p. 119. Evidence indicates that these structures burned in 1676 during the rebellion.

96 Jamestown buildings
Painting by Sidney King, Jamestown Island. This row of buildings probably included the Third Statehouse, site of the June, 1676 meetings of the assembly. See Cotter, Jamestown, p. 28.

97 Third Statehouse, 1665-1676
Henry Chandlee Forman drawing, in Charles E. Hatch, Jr., America's Oldest Legislative Assembly and Its Jamestown Statehouses (1956), p. 28.

98 Capture of Bacon
Engraving in (Francis Lister Hawks) History of the United States: No. 1; or, Uncle Philip's Conversations With the Children About Virginia (1834), p. 156.

99 Bacon before Berkeley
Engraving in Magill, *Virginia*, p. 88.

100 Bacon's submission
Bryant and Gay, *Popular History*, vol. I, p. 300.

101 Bacon demanding commission
Painting by Kendrick, from Historical Pictures Service, Chicago, in Elswyth Thane, *The Virginia Colony* (1969), p. 65.

102 Bacon and Berkeley
Engraving in Mansell Collection, London, in Rouse, *Virginia*, p. 81.

103 Bacon and Berkeley
Painting by Sidney King, Jamestown Island.

104 Bacon addressing the Council
Cooke, *Old Dominion*, p. 69.

105 Bacon's Laws, June, 1676
Exerpts from Hening's *Laws of Virginia*, *vol*. *II*, p. 345.

106 Bacon's laws, June, 1676
Exerpts from Hening's *Laws of Virginia*, vo. II, p. 349.

107 Map: Middle Plantation
Wertenbaker, *Bacon's Rebellion*, iii.

108 Map: Williamsburg
Current Virginia road map

109 Maps: Accomak County and Arlington
Current county road map

110 Declaration of the People
Sidney King sketch in Warner, *Road to Revolution*, opposite p. 20.

111 Declaration of the People
Reprint of 1676 document.

112 Map: Eastern Shore, 1670
Augustine Herman's map of Virginia and Maryland, 1670, first published in 1673, in rear of Jamestown booklet #9: Morton, *Struggle Against Tyranny*. Original map is in the British Museum. Herman was early involved in the Virginia tobacco trade. See also Earl Heck, *Augustine Herrman* (1941), opposite p. 67.

113 Virginians Defending Against Indians
Engraving by Felix O.C. Darley in Lossing, *Our Country*, opposite p. 316.

114 Taking of Bland's Fleet
Engraving in Bryant and Gay, *Popular History*, vol. I, p. 309.

115 Jamestown Buildings
Sidney King painting, Jamestown Island.

116 Green Spring
Sidney King painting, adapted from Benjamin Latrobe's "Green Spring, " in Hudson, "This Was Green Spring," p. 2.

117 Site of Green Spring, 1977

118 Map: Green Spring Vicinity
Gaywood, Louis R., *Green Spring Plantation: Archeological Report* (1955), map at rear of book.

119 Jamestown burning
Howard Pyle, originally in *Harper's Magazine*, March, 1901; reprinted in Wilson, *History*, I, p. 270, and *Pyle's Book of the American Spirit*, p. 41.

120 Jamestown burning
Sidney King painting, in Hudson, "This Was Green Spring," p. 8.

121 Jamestown burning
Magill, *History of Virginia*, p. 102.

122 Jamestown burning
Hawks, *History of the U.S.*, p. 170.

123 Burning of Lawrence's House
Bryant and Gay, *Popular History*, vol., I, p. 312.

124 Jamestown Church remains, 1977.
Only the front portion is part of the original building, burned in 1676.

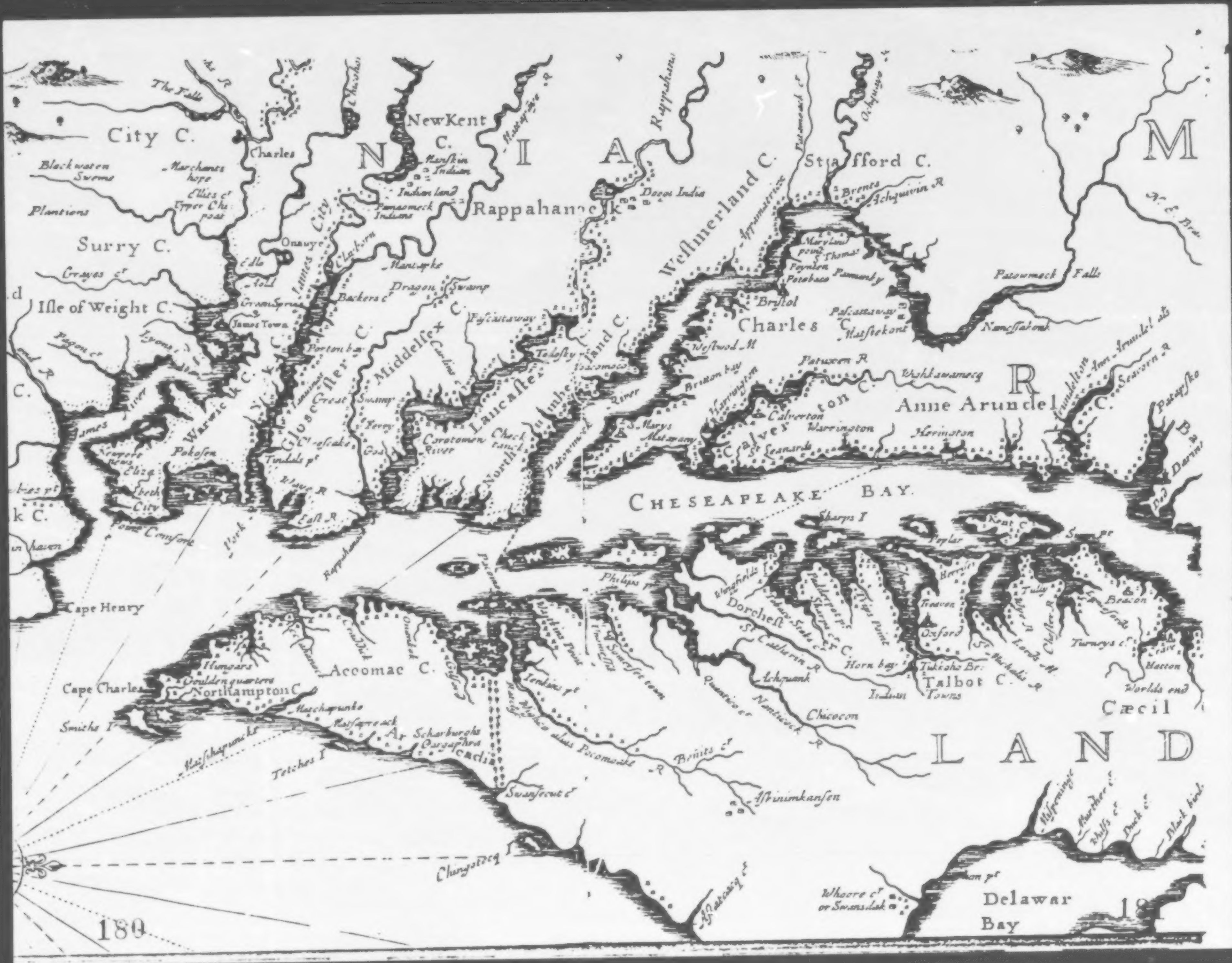
125 Map: Green Spring
Wertenbaker, *Bacon's Rebellion*, p. iii.

126 Green Spring
Excavations of plantation site, 1955, by National Park Service. Sod was replaced after digging and only open fields are on the site today. Hudson, "This Was Green Spring," p. 5.

127 Death of Bacon
Drawing by Margaret F. Winner, in Maud Wilder Goodwin, *White Aprons: A Romance of Bacon's Rebellion in Virginia, 1676* (c 1896, 1901 printing), opposite p. 148.
This is a late 19th century love story based on the rebellion. This slide pictured the ill Bacon in the background.

128 Death of Bacon
Close up of above slide.

129	Death of Bacon	Poplar Spring Church was Bacon's assumed burial site, but his casket contained only stones. This church is no longer on the site so marked on U.S. 17.
130	"Bacon's epitaph"	Original manuscript in Virginia Historical Society, facsimile pictured in Virginia Cavalcade, Autumn, 1957, p. 7.
131	Drummond before Berkeley	Bryant and Gay, Popular History, vol, I, p. 315.
132	Berkeley condemns Drummond	Wilson, History, I, p. 275.
133	Map: Bacon's Castle	Wertenbaker, Bacon's Rebellion, p. iii.
134	Bacon's Castle	Marker on Virginia Route 10.
135	Bacon's Castle	Home of Arthur Allen, built in 1655. Major Allen supported the rebellion, and his home was the location of Surry County government for about four months.
136	West Point	Engraving in Bryant and Gay, Popular History, vol, I, p. 314.
137	Sir William Berkeley	Portrait, Virginia State Library, in Clifford Dowdey, The Virginia Dynasties: The Emergence of "King " Carter and the Golden Age (1969), p. 87.
138	Credits	
139	Credits	
140	Credits	


The Falls
City C.
Charles
Blackwater Swamp
Marchants hope
Ellis cr
Upper Chipoak
Plantions
Surry C.
Graves cr
Isle of Weight C.
Green Spring
James Town
Pagan cr
James River
Warwick C.
Pokosen
Eliza City
Point Comfort
Cape Henry
New Kent C.
N
I
A
Onauye
James City
York C.
Glocester C.
Middelsex C.
Porton bay
Backers cr
Chickahominy
Mantapike
Dragon Swamp
Pascataway
Great Swamp
Chesepeake
Tindals pt
Ware R
East R
York
Rappahanock
Rappahanock
Corotomen River
Lancaster
Northumberland C.
Potowmeck River
Westmerland C.
Appamatrick
Potowmeck cr
Stafford C.
Brents
M
Maryland point
S. Thomas
Poynton
Potobaco
Pamonky
Bristol
Charles C.
Pascataway
Patowmeck Falls
Westwod M
Breton bay
S. Marys
Patuxen R
Calverton C.
Calverton
Warrington
St Leonards
Anne Arundel C.
R
Herinston
Seavorn R
Patapsko
CHESEAPEAKE BAY
Sharps I
Kent C.
Poplar
Philips pt
Dorchest C.
Oxford
Talbot C.
Tuckoho Br
Indian Towns
Horn bay
Chicocon
Nanticock R
Somerset town
Watkins Point
Jenkins pt
Pocomoake R
Accomac C.
Hungars
Goulden quarters
Northampton C.
Cape Charles
Smiths I
Matchapungo
Scharburghs
Acadia
Swansecut cr
Chingoteag I
Totches I
Cæcil
LAND
Worlds end
Hatton
Delawar Bay
Whoore cr or Swansdale
Black bird
Duck cr
180
18

University of Richmond, Virginia 23173

Department of Modern Foreign Languages

June 12, 1978

Mr. Dennis Robison
University Librarian
Boatwright Library
University of Richmond
Richmond, Virginia

Dear Dennis:

Participation in the Library/Faculty Partnership Program this past year gave me the opportunity to create a course on "Psychology and Literature". I attach the preliminary materials that I, in collaboration with library staff, have developed in relation to that course. The course as outlined will take the form of a freshman colloquium in the fall of 1978, but the knowledge that I have been fortunate to acquire, both in the interdisciplinary area of psychoanalytic criticism and in bibliographic instruction, will continue to inform the courses that I design. For example, I plan to teach an upperclass seminar on the psychological dimensions of French Symbolist poetry during the second semester of next year, a seminar which will be structured to a considerable degree on the use of library resources.

Involvement in the Program was invaluable in the preparation of these courses for a number of reasons. Although my classes had profited previously from the library and its staff, they did so in largely incidental or passive ways. Merely encouraged to consult the bibliographies that I distributed or the books that I placed on reserve, the students remained unmotivated to engage in independent and systematic library research. Now that I have been sensitized to the potentials of bibliographic instruction, chiefly through the periodic discussions held by those who shared the partnership, I will continue to attempt to integrate library investigation more fully with course material.

Furthermore, the reduced teaching load afforded by the Program furnished the time which is indispensable for course development. The amount of preparation required to enhance a course through the incorporation of bibliographic instruction or to create new courses based on unfamiliar concepts and methodologies necessitates large blocks of time. Considerable obligations in the spheres of teaching, research, and university service, obligations which continue into the summer months, make innovative course development highly impracticable for most. To expect faculty, without benefit of release time, to excel in teaching without sacrifice of research and service, is, in my view, extremely unrealistic.

I am confident that the Library/Faculty Partnership Program, if allowed to survive in its current form, will stimulate a good deal of exciting growth on our campus, on the part of both teachers and students. It is one of the few programs that we have which leads to visible results in course innovation, faculty development, and interaction among various elements in the university community in a learning endeavor. The expense entailed by the Program seems insignificant indeed when weighed against the Program's contributions to a liberal arts school striving for distinction.

I would like to express my personal gratitude to you and the library staff for choosing me to participate in this worthwhile project, for providing me with much needed assistance and inspiration, and for consistently lending a receptive ear to my evolving ideas. I hope that others will have a similar opportunity.

Sincerely,

Marsha

Marsha Reisler

Enclosures

Dr. Marsha Reisler
Psychology and Literature

SUBJECTS FOR EXPLORATION: ORAL REPORTS AND TERM PAPERS

The following is a list of specific readings clustered around issues which relate to those to be discussed in class. These readings will form the foundation for the oral reports to be given throughout the semester. At least two students will be assigned to each issue; an attempt will be made to satisfy personal preferences, but you are encouraged to embark with a spirit of adventure on whatever topic you may receive.

The oral projects will have four components:

1. Read with care the material indicated. Focus in on the main issues raised, keeping in mind the audience that you will eventually be addressing. Be critical of the author's arguments, i.e., remain sensitive to both their strengths and their weaknesses. Seek the complexity of the problems treated rather than simple solutions to them. Be open to new ideas: resist the force of your prejudices.

2. Discuss the content of the material in depth with the other member(s) of your project. Try to clarify for each other the more difficult points. Debate the issues, using the texts to support your view and remaining open to alternative perspectives. Organize the material for your oral report: distribute the readings (or issues) as you see fit and determine an order for your class presentations.

3. Although you are welcome to meet with me individually or in groups a number of times, you are required to meet with me at least twice. The first time will be shortly after receiving your assignment so that the assignment can be clarified. The second time will be at least one week before your scheduled presentation so that you can inform me of your progress and plans.

4. Present the material to the class as you have arranged. Do not read your report; use notes where necessary. Where appropriate, summarize the material. Indicate from where it was taken, the general argument given, the nuances of the argument which are of particular interest, the strengths and weaknesses of the argument as you see them, the problems raised which remain open to debate, etc. Use any tools which will enhance your presentation, i.e., distribute excerpts, define terminology, use pictures, write on the blackboard, etc. Remember that the rest of the class will not be familiar with the material that you are discussing. Try to involve the class actively to as great a degree as possible by posing questions, encouraging debate, involving it in experiments, etc.

Project I: Unconscious Appeals in Everyday Life (10/3 - 10/5)

1. Wilson Key, Subliminal Seduction, Ad Media's Manipulation of a Not So Innocent America, pp. 1 - 73.

2. Bruno Bettelheim, The Uses of Enchantment, pp. 3 - 76, 303 - 309. Film: Cocteau, "Beauty and the Beast".

Project II: Subjective Factors in Interpretation ("How We Read") and the Masculinity/Femininity Issue (11/9 - 11/14)

The ending of Jane Eyre in light of:

1. Simone de Beauvoir, The Second Sex, Introduction, pp. 157 - 223, 42 - 58.

2. Juliet Mitchell, Psychoanalysis and Feminism, pp. 42 - 52.

3. Carolyn Heilbrun, Toward a Recognition of Androgyny, Introduction, pp. 58 - 9, 78 - 9.

4. Excerpts from Richard Chase and Lucille Dooley on the ending of Jane Eyre.

5. Norman Holland, 5 Readers Reading, pp. 1 - 12, 113 - 129, 201 - 203.

Project III: The Surreal Eye: Exploring the Visual Image in Surrealist Painting (10/28 - 10/30)

1. Slides of specific Surrealist painters (to be determined).

2. Karsten Harries, The Meaning of Modern Art, pp. 119 - 130.

Your term paper is to be an extension of your oral report, although you may, if you so desire, investigate a topic treated by another group or develop your own topic in consultation with me.

Unlike the oral report, the term paper is to reflect independent library investigation. Generally speaking, you are to integrate with your analysis a minimum of two articles and two books. Be sure to use the proper forms for citations and bibliography in your paper. You are required to submit with your paper a brief "research strategy", that is, a concise outline of the procedure that you followed in doing your research.

The precise subject of your paper should be one that has aroused your interest during the semester. Keep your eye out for such subjects while you read, listen to class lecture, etc. After you have narrowed in on a research topic, please consult with me about it. All students are required to submit a paper proposal to me by 11/21. The term paper is to be 8 - 10 pages in length.

Sample paper topics:

1. Analyze a fairy tale using Bettelheim's theories and methodology.
2. Investigate the Surrealists' view of women.
3. Compare the technique of a Surrealist poem, a Surrealist painting, and/or a Surrealist film.
4. Trace a single technique through a single writer or painter.
5. Analyze the development of a psychological theme (such as the "double") in one of the works read this semester, or a work of your own choosing.
6. Compare a psychoanalytic interpretation of a work with some other type of interpretation of that work.
7. Write a critical commentary on an interpretive article in light of your own interpretation of a given work.

etc., etc.

Dr. Marsha Reisler
University of Richmond

FRESHMAN COLLOQUIUM: PSYCHOLOGY AND LITERATURE

General objectives:

1. to bring you to an awareness of the deeper levels of meaning and appeal present in artistic creations and the behavior and language of everyday life

2. to furnish you with a preliminary "vocabulary" for the actual analysis of literary and artistic works from a psychoanalytic perspective

3. to encourage you to formulate intellectual problems of frequently difficult resolution

4. to put you in touch with your own unconscious dispositions and creative forces

5. to convey to you the value of interdisciplinary approaches to the acquisition of knowledge

6. to encourage and enable you to use a systematic approach to library resources in order to satisfy your curiosity about the world and to share effectively your discoveries with others

Outline of class discussions and assignments:

8/31 - 9/19 (6 sessions)

Guided library tour.

Discussion: Some problems raised by a traditional dichotomy: rationality/irrationality. Artistic creation, textual analysis, and the reading process viewed from the perspective of the unconscious. Parallels between Freudian dream interpretation and literary interpretation. Certain key psychoanalytic concepts important for literature, i.e., narcissism, oedipus complex, eros and thanatos, id, ego and superego, etc.

Reading: Sigmund Freud, Introductory Lectures on Psychoanalysis, Chapters I, II, V - XIV (to p. 219).

9/21 - 9/28 (3 sessions)

Discussion: The psyche as described by Carl Jung. Archetypes and artistic symbolism. The aesthetic theories of Freud and Jung compared. (Slide presentation: Jungian Archetypes)

9/28: Vocabulary list due.

10/3 - 10/5 (2 sessions)

Assignment: See film, Cocteau, "Beauty and the Beast" ("La Belle et la bête")

Oral Reports

10/10
Exam

10/12 - 10/24 (4 sessions)

Discussion: The psychological phenomena of the double, the repetition compulsion, the uncanny. Formal possibilities of narrative to reflect and appeal to the unconscious. The potentials and dangers of the demonic imagination. The musical transformation of a written work dwelling on the unconscious.

Assignments: Read, E.T.A. Hoffmann, "The Sandman"
See film, Offenbach, "Tales of Hoffmann"

10/26 - 11/9 (5 sessions)

Discussion: The psychological aspects of Byronism (Romanticism) and Victorianism as reflected in a 19th century family: the Brontës. Charlotte Brontë: female genius in a patriarchal society. The critical potentials of interweaving text and psychobiography.

Reading: Charlotte Brontë, Jane Eyre
(Optional: See film, "Jane Eyre")

11/9 - 11/14 (2 sessions)

Oral reports

11/16 - 12/5 (5 sessions)

Discussion: The vision and artistic techniques of Surrealism. The self-consciously unconscious nature of post-Freudian creation. Reading in translation: implications for language and the unconscious. Freedom vs. determinism and inspiration vs. control in artistic creation. Artistic media compared.

Assignments: Read, Eluard and Breton, selected poems
See slides on Surrealist painting
Individual creative effort in Surrealist mode
(Optional: See film, "The Andalusian Dog" ["Le Chien andalou"])

11/28 - 11/30: Oral reports

11/21: Paper proposals due.

12/7

Conclusion. Term paper and research strategy due.

Grade distribution:

Exam I	15%
Final Exam	20%
Oral Report	15%
Term paper (& research strategy)	25%
Class participation	25%

Books to buy:
Sigmund Freud, Introductory Lectures on Psychoanalysis
E.T.A. Hoffmann, Tales of Hoffmann
Charlotte Brontë, Jane Eyre

Dr. Reisler

Psychoanalytic Vocabulary

anima (animus)

archetype

bisexuality

castration complex

censorship (dream)

collective unconscious

compromise-formation

condensation

consciousness

death instincts (thanatos)

defense (defense mechanisms)

displacement

distortion

double

(Continued)

dream-work

ego

Eros

free association

id

latent content

libido

manifest content

narcissism

neurosis

oedipus complex

over-determination

parapraxis

persona

(Continued)

pleasure principle

preconscious

primary process/secondary process

projection

psychoanalysis

reality principle

regression

repetition compulsion

repression

resistance

shadow

sublimation

super-ego

symbolism

(Continued)

transcendent function

trauma

uncanny

unconscious

wish-fulfilment

August, 1978

PSYCHOLOGY AND LITERATURE

BIBLIOGRAPHIES:

REF Z 1002 B594	Bibliographic Index: a Cumulative Bibliography of Bibliographies. An alphabetical subject arrangement of separately published bibliographies and bibliographies included in books and periodicals. Listings are by general subject such as PSYCHOLOGY AND LITERATURE, PSYCHOLOGY IN LITERATURE, or PSYCHOANALYSIS AND LITERATURE.
REF Z 5931 K5	Kiell, Norman, ed. Psychiatry and Psychology in the Visual Arts and Aesthetics: A Bibliography. 1965 This volume covers the writings of psychologists, psychoanalysts, philosophers, aestheticians, art critics, and educators on the visual arts and aesthetics. The chapter headings serve as a subject index with topics such as psychology and art; psychoanalysis, psychiatry and art; psychoses and art; photography; etc., and there is an author index.
REF Z 6511 K5	Kiell, Norman, ed. Psychoanalysis, Psychology and Literature: A Bibliography. 1963. The only extensive bibliography of its kind, Kiell's work lists articles and books which deal with literary writing from a psychological point of view. Material is arranged under 14 literary classifications and then by author. There is also a subject index.
REF Z 1007 B94 v. 25	Burt, F. D. "Bbiliography of Psychology, Psychotherapy, Psychoanalysis, and Literature." Bulletin of Bibliography 25 (Jan. 1967): 40. A supplement ot Kiell's preceding bibliography.
	Literature and Psychology. See these annual bibliographies in this periodical: "Bibliography for 1968." Literature and Psychology 20(1970): 143-217. "Bibliography for 1969." Literature and Psychology 21 (1971): 169-213. "Bibliography for 1970." Literature and Psychology 23 (1973): 159-176.

ENCYCLOPEDIAS:

REF BF 31 E522	Encyclopedia of Psychology. 1972. 3 vols. An international work covering important terms and concepts in the field of psychology, this encyclopedia includes definitions and longer signed articles. There are cross references, bibliographies for most articles, and a limited number of biographies.
REF PN 774 L433	Encyclopedia of World Literature in the 20th Century. 1967. 4 vols. "An enlarged and updated edition of the Herder Lexikon der Weltliteratur im 20. Jahrhundert," which was published in 1961. This work covers national literatures with survey articles on

important individuals, literary movements, and major genres. Signed articles, bibliographies, and some photographs of authors update those in the German predecessor. Volume 4 is a supplement and index, published in 1975. Volume 3 includes a 9-page survey article entitled "Psychology and Literature."

REF International Encyclopedia of the Social Sciences. 1968. 17 vols.
H This 17-volume work complements the 15-volume Encyclopedia
40 of the Social Sciences (REF H 41 E6) which was published
A2 from 1930 to 1935. Over 1500 scholars from 30 countries
15 contributed lengthy, comparative, analytical articles on all aspects of the social sciences (e.g. anthropology, economics, geography, history, law, political science, psychology, sociology, and statistics). Sometimes, related articles are arranged under a single heading, as with 12 contributors under the term "Learning." In addition to articles on various subjects, the set includes some 600 biographies. The arrangement is alphabetical with copious cross references and a detailed index.

See Vol. 9 for the article entitled "LITERATURE: II, The Psychology of Literature," pp. 425-30.

BIOGRAPHICAL SOURCES:

Nordby, Vernon J. A Guide to Psychologists and Their Concepts. 1974. REF BF 109 A1 N67

Zusne, Leonard. Names in the History of Psychology. 1975. REF BF 109 A1 Z85

SPECIALIZED DICTIONARIES:

American Psychiatric Association. A Psychiatric Glossary: The Meaning of Terms Frequently Used in Psychiatry. 1975. REF RC 437 A5

Drever, James. A Dictionary of Psychology. 1966. REF BF 31 D7

English, Horace B. and English, Ava Champney. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms. 1965. REF BF 31 E58

Hinsie, Leland E. and Campbell, Robert Jean. Psychiatric Dictionary. 4th ed. 1975. REF RC 437 H5

Holman, C. Hugh. A Handbook to Literature. 1972. REF PN 41 H6

Rycroft, Charles. A Critical Dictionary of Psychoanalysis. 1968. REF RC 437 R9

Shaw, Harry. Dictionary of Literary Terms. 1972. REF PN 44.5 S46

REPRESENTATIVE CARD CATALOG SUBJECT HEADINGS:

ART--PSYCHOLOGY
CREATION (LITERARY, ARTISTIC, ETC.)
CRITICISM
FICTION--TECHNIQUE
FREUD, SIGMUND, 1856-1939
IMAGINATION
LITERATURE--HISTORY AND CRITICISM
LITERATURE--PSYCHOLOGY
PSYCHOANALYSIS
PSYCHOANALYTIC INTERPRETATION
PSYCHOLOGICAL FICTION
SYMBOLISM IN LITERATURE

ABSTRACTS AND INDEXES:

REF British Humanities Index. 1969 to date. (Index tables)
AI Indexes about 380 British periodicals relating to the arts,
3 politics, and local history. Quarterly issues are by subject
B7 only, but the annual cumulations have author and subject
sections.
Literature: Criticism
Psychology and Literature

REF Essay and General Literature Index. 1900 to date. (Index tables)
AI This index is useful when you need detailed criticism of a
3 book, play, or film or other information which is buried
E752 in a book of collected articles or essays. Each annual volume
covers about 4000 essays in approximately 250 collections.
Authors, subjects, and difficult titles are arranged in one
alphabet. Under the boldface-type main entry, there are often
subdivisions such as "ABOUT," "ABOUT INDIVIDUAL WORKS" (with
titles in italics), and "HISTORY AND CRITICISM." All of the
books analyzed are listed in the back of each volume in order
to ascertain full title, author, and publishing information.
Literature--Psychology
Psychoanalysis and Literature
Psychoanalysis in Literature

REF Humanities Index. June 1974 to date.
AI (Formerly Social Sciences and Humanities Index, 1965 - March 1974,
3 and International Index, 1907 - 1965). Index tables.
R52x Author and subject index to the most scholarly periodicals in the
fields of archaeology and classical studies, area studies, folklore,
history, language and literature, literary and political criticism,
performing arts, philosophy, religion, and theology. There is an
index to book reviews at the end of each issue. Issues are published quarterly with annual cumulations.
PSYCHOANALYSIS and literature
PSYCHOLOGY and literature
SUBCONSCIOUSNESS in literature
There are 14 additional "see also" references

REF Modern Language Association of America. MLA International
Z Bibliography of Books and Articles on Modern Languages
7006 and Literature. 1921 to date. (Index tables)
M64 An excellent annual bibliography of English and American
literature which aims to provide as complete a list as possible
of all the books and articles of value which deal with the
English language and literature appearing in the previous year.

It includes references to all important reviews in British, American, and foreign periodicals plus analyzed collections. There are 4 volumes in each annual bibliography: Vol. 1, General, English, American, Medieval and Neo-Latin, and Celtic literatures; Vol. 2, General Romance, French, Italian, Spanish, Portuguese and Brazilian, Rumanian, General Germanic, German, Netherlandic, Scandinavian, Modern Greek, Oriental, African, and East European literatures; Vol. 3, Linguistics; Vol. 4, ACTFL annual bibliography of books and articles on pedagogy in foreign languages. Within national literature sections, there are subdivisions for literary periods and authors in boldface print.

See specific topic.

REF *Psychological Abstracts*. 1927 to date. (Index tables)
BF Published by the American Psychological Association, *Psychological
1 *Abstracts* provides "nonevaluative summaries of the world's
P65 literature in psychology and related disciplines." From 1927 to 1953, it was issued monthly, then bimonthly until 1966, and again monthly since 1966. Coverage includes over 850 books, reviews, discussion papers, and journals. The abstracts are written in English and give the principal topics and points of view presented. Abstracts are signed, but non-critical, and appear about a year after publication of the article. Each monthly issue has an author index and a brief subject index. Every 6 months, a more detailed subject index is compiled. The library also has the *Cumulative Subject Index to Psychological Abstracts*, 1969-1974, and the *Cumulative Author Index to Psychological Abstracts*, 1969-1971.

See Literature and specific topics such as Narcissism, Narcissistic Personality, etc.

REF *Social Sciences Index*. June 1974 to date. (Index tables)
AI (Formerly *Social Sciences and Humanities Index*, 1965 to
3 March 1974, and *International Index*, 1907 to 1965.
S62 Author and subject index to 266 social science periodicals in the fields of anthropology, area studies, economics, environmental science, geography, law and criminology, medical sciences, political science, psychology, public opinion, and sociology. There is an author list of book reviews at the end of each issue. Issues are published quarterly with annual cumulations.

See - Psychology and literature

PERIODICALS:

Literature and Psychology

Examples of special issues of periodicals:

Language and Style: An International Journal X (Fall, 1977),
Special issue on "Psychology and Style." P 37 P8x (shelved with books)

Yale French Studies
"Literature and Psychoanalysis" 55/56 (1977)
"French Freud" 48(1972)

University of Richmond, Virginia 23173

UR

Department of Classical Studies

From: Stuart L. Wheeler

To: Dennis Robinson, Librarian, University of Richmond

Subject: Library-Faculty Partnership, 1977-78

During the academic year 1977-78 I was given the opportunity to have my teaching assignments reduced by six hours in order to work in the library on projects concerning Greek and Roman art and archaeology and to become better acquainted with the library, its holdings, the further development of its collection, its staff, and its role as an instrument for instruction on the University of Richmond campus. My participation in this program was made possible by a federally funded project granted to the University of Richmond to increase communication between the library and the teaching faculty, to give faculty members time to work on projects which were designed to enhance library use, and to emphasize the library's importance as a teaching instrument.

I shall state at the outset of this report that my participation in this project was the most valuable single extra-classroom experience which I have had at the University of Richmond and one which will continue to influence my thinking and teaching for as many years as I remain in the teaching profession. It is therefore with particular regret that I have completed my official time as a member of the project. I have no doubt, however, that I shall continue to work in many of the areas which I explored during the project for years to come. (I must add that I deeply regret and deplore the forthcoming attenuation and possible termination of the project. This seems particularly unfortunate in view of the emphasis which the University of Richmond has vocalized concerning improvement and enhancement of teaching in recent years.)

When I applied for the project I outlined as my research project one which would transform Classics 301- Fine Arts 312 (Greek Art and Archaeology) from a lecture course to an auto-tutorial course using slide-tape packages as its principal ingredient. Surveys which I conducted after my original application informed me that such a class was not desirable. Rather students indicated that they preferred a lecture-discussion format with some auto-tutorial segments included within the course framework. Students further indicated that additional independent work in the library would be of interest and benefit to them. Therefore the scope of my project changed during the immediate time preceding and time of my tenure. I should also state at this point that I accomplished far less of a tangible nature than I exspected. The proper production of slide-tape compoeents, if done carefully and well, is an extremely time consuming occupation.

The project afforded me the following opportunities.
1. To learn how to produce and direct students in the production of slide-tape presentations. One student, Robert Maddux, completed a senior project concerning Greek mythology which should prove useful to future classes at the University of Richmond and which was an

excellent research and learning experience for both Robert and myself. I myself completed two others. One is entitled "Ti Ameny Net at the University of Richmond." I must admit that this was my "pet" during the project. I was provided time in which to properly research the University of Richmond's mummy and sarcophagus and to produce a report on that research which I believe is of value to the university and its history as well as to the subject of Egyptology. "Ti Ameny Net at the University of Richmond" was presented at the annual meeting of the Classical Association of the Middlewest and South this past April in Houston, Texas. It was well received both from the points of view of its content and its method of presentation. It was further used in Classics 302- Fine Arts 312 (Roman Art and Archaeology) at the University of Richmond as a self-study component of that class. I shall address the results of its use in the following section of this report and have appended one of the resulting student projects at the end of this report. A second slide-tape presentation concerning Greek and Roman numismatics has been completed. It has not as yet been "tried-out" with students for effectiveness. It will be used this fall as a part of Classics 301. A third slide-tape presentation which I began the year before the project year was also refined and improved during the project. The subject of this presentation is the Greek Bronze Age.

2. To study the production of study packages to accompany such slide-tape presentations as described above and to produce such study packages. I have appended the project which I designed for "Ti Ameny Net at the University of Richmond" to this report as well as one student's completion of the project. I was delighted with the results. I must admit thatI had not exspected either the quality of the projects which I received or the

enthusiasm with which students undertook them.

3. To improve all of my courses through the time provided to become better familiar with bibliography and library resources. Thereby I was able to greatly improve my syllabi and design meaningful library-related compoenents. During the second semester of 1977-78 I added the preparation of annotated bibliographies in various areas related to course content in both Classics 302- Fine Arts 312 and in Latin 202 (Latin Lyric Poetry). I was very pleased with the results.

4. To have the opportunity to better know the library staff. I cannot overemphasize the importance which I attach to this benefit of the project. The regular meetings of the members of the faculty involved in the project and the library staff proved invaluable both as learning sessions and as vehicles for communication. The friendships which I made during the past year with members of the library staff have made the library much more a part of my personal and academic world.

5. To learn to use the various components of the learning resources center. Although for many years I had been interested in and a disciple of the use of visual and audial tools in teaching, I had not taken the time to learn well the possibilities afforded to the faculty of the University of Richmond by the learning resources center. My work during the past year with Jerry Golden and Ed Delong will prove of great value to me in the years to come.

6. To have the time to properly study the Classics collection housed in Boatwright and assess its strengths and weaknesses. This will be of use to me as library representative for the Department of Classical Studies.

I shall close this report with the following: I am not sure just what kind of report is desirable as a summary of my involvement in the library-faculty partnership. I hope that the previous paragraphs are satisfactory. To epitomize a year's activities in a report is a frustrating experience which perforce must leave many things unsaid and fail to fully explain my indebtedness or accomplishment. I have to date written five different versions of this report of varying length and content. None of them has been satisfactory to me. I do want to say strongly that I have very positive feelings concerning the library faculty partnership and my participation therein.

University of Richmond, Virginia 23173

UR

Richmond College
Department of English

May 25, 1978

TO: Dennis Robison, Head Librarian, University of Richmond

FROM: Lynn Dickerson, Library Partner, 1977-78, Department of English

SUBJECT: Report on the Library Partnership Experience

OBJECTIVES:

1. To develop an effective library-centered teaching strategy for English courses
2. To evaluate the library collection in American literature.

IMPLEMENTATION

In order to achieve the first objective, the library partner, in consultation with the librarian, designed a course that would acquaint the student and the instructor with the several kinds of literary resources available in the library. The course focused on national values in America in the 1890's. Primary sources included novels, poems, essays, newspaper articles, magazines, and Virginia Baptist church minutes. Secondary sources included book reviews, literary criticism, biography, social history, and numerous reference tools. The course was taught as English 363, a special studies seminar offered on demand by the Department. The head librarian, who participated fully in the teaching of the course, presented the search strategy for each assignment, and the instructor led the discussion on the subject matter researched. The final assignment was an annotated bibliography of material in Boatwright Library on Harold Frederic's The Damnation of Theron Ware.

The library partner also made a modest evaluation of the collection in American literature. Although there is a constant need to replace missing journals and books, the holdings in 1890's material seem adequate for undergraduate study. The recent purchase of current and back issues of American Literary Realism is especially helpful to someone doing research in the literature of the period. Some thought might be given to acquiring a microfilm copy of The Arena, 1889-1909, but there may be a more urgent need elsewhere for three hundred and six dollars. In the earlier periods the material is dated but adequate. Although many nineteenth-century works appear in ancient editions, the emphasis today on contemporary

American literature suggests that student use of these materials would not justify the cost of replacing them. On the other hand, if the demand increases they should be replaced, for many of the books are in poor condition.

FEEDBACK

The library partner met with selected members of the library staff and other partners on a regular basis during the year. The partner also met with librarians individually concerning project matters and accompanied two librarians to the Eighth Annual Conference on Library Orientation for Academic Libraries at Eastern Michigan University, May 3-5. Feedback, both formal and informal, from the eleven students who took English 363 and conferences with the head librarian, the project associate, the dean, and the provost were also helpful.

IMPACT

Although English 363, American Literature in the 1890's, may never be offered by the Department of English on a regular basis, the strategies developed for library-centered teaching are being applied to numerous other courses. As chairman of the Committee on Freshman English, the library partner has advocated a closer working relationship between English faculty and the Boatwright Library staff in the Freshman program. In his advanced courses the partner intends to place more emphasis on search strategy, especially in the American novel course where the annotated bibliography on Frederic's *The Damnation of Theron Ware* will replace the traditional term paper. Moreover, the partner will take collection development much more seriously in the future than he has taken it in the past.

AMERICAN LITERATURE IN THE 1890s

I. Introduction
   A. Objectives:
      1. To identify tensions in American culture that appear in selected literature of the 1890s
      2. To demonstrate both literary and bibliographic expertise in analyzing these tensions
   B. Assignment:
      1. In His Steps
      2. Reports on the 1890s (includes research steps)
         a. Yellow journalism
         b. Unfair railroad practices
         c. The liquor question
         d. Poverty in the cities
         e. Popularity of In His Steps
         f. Charles M. Sheldon
         g. The political scene
         h. Social gospel
         i. Social Darwinism
         j. Labor conditions
         k. Henry George
         l. Economic conditions
         m. Attitudes Toward Irish Immigration in America

II. Lecture/Discussion: Bibliogtaphic Research (Room #1, LRC)

III. Lecture: American Culture at the Close of the Nineteenth Century

IV. Lecture: American Culture...Nineteenth Century

V. Reports (ten minutes; three sources other than encyclopedia)

VI. Reports

VII. Reports

VIII. Reports

IX. Discussion

X. Test

XI. Lecture: Doing Literary Research (Room #4, LRC)

XII. Lecture: Stephen Crane and the Genteel Tradition

XIII. Text of Maggie as Comment on the Bowery

XIV. Text of George's Mother as Comment on the Bowery

XV. Reports:
- A. Stephen Crane and Journalism
  - 1. Experience and reputation
  - 2. Influence on style and subject matter
- B. The Women in Crane's Life
  - 1. Mother and Cora
  - 2. Women in the two stories
- C. The Critical Reception of Maggie
  - 1. Editions and revisions
  - 2. Reviews and circumstances

XVI. Reports:
- A. Impression in *Maggie*
  - 1. Color
  - 2. Source
- B. Animal Imagery in *Maggie*
  - 1. Imagery
  - 2. Darwinism
- C. Religious Allusions in *Maggie*
  - 1. Biblical
  - 2. Ecclesiastical

XVII. Reports:
- A. Irony in *Maggie*
  - 1. Irony of situation
  - 2. Verbal irony
- B. Illusion and Self-Deception in *George's Mother*
  - 1. The American dream
  - 2. Middle-class respectability
- C. Symbols and Archetypes in *George's Mother*

XVIII. Reports:
- A. *George's Mother* as Naturalistic Fiction
  - 1. Zola
  - 2. Determinism
- B. Narrative Technique in *Maggie* and *George's Mother*
  - 1. Plot
  - 2. Language
  - 3. Point of View

XIX. Discussion: Issues and Values in Crane's Fiction

XX. Test

XXI. Lecture: Using Archives (VBHS Library)

XXII. Reports: 1896 Church Minutes

XXIII. Lecture/Discussion: The Annotated Bibliography

XXIV. **Reports:
- A. *Atlantic Monthly*, 1896, 2 vols.
- B. *Dial*, March 1, 1896 - December 1, 1897, microfilm
- C. *Harpers*, June 1896 - May 1897, 2 vols.

XXV. Reports:
- A. *Century*, May 1896 - April 1897, 2 vols.
- B. *Cosmopolitan*, May 1896 - April 1897, 2 vols.
- C. *Scribners*, July 1896 - June 1897, 2 vols.

XXVI. Reports:
- A. *Outlook*. December 1895 - November 1896; January 1897 - April 1897, 2 vols.
- B. *Munsey's*, October 1897 - September 1898, 2 vols.
- C. *Forum*, March 1896 - February 1897, 2 vols.

XXVII. Reports:
- A. *Littels Living Age*, April 1896 - September 1896, 2 vols.
- B. *Popular Science*, May 1896 - April 1897, 2 vols.

XXVIII. Discussion: *The Damnation of Theron Ware*

XXIX. Discussion: *Ware*

XXX. Discussion: *Ware*

XXXI. Test

XXXII. Discussion: Social and Economic Issues in the 1890s

XXXIII. Discussion: Philosophical and Religious Issues in the 1890s

XXXIV. Discussion: Literary and Artistic Issues in the 1890s

XXXV. Discussion: Values in Transition at the Turn of the Century

XXXVI. Test

XXXVII. Deadline for Annotated Bibliography

* Textbooks for the course are Charles M. Sheldon's *In His Steps*, Stephen Crane's *Maggie* and *George's Mother*, and Harold Frederic's *The Damnation of Theron Ware*.

** Reports should include a history of the journal, the purpose, kinds of material, contributors, bias, price, and circulation.

Boatwright Memorial Library

October 7, 1976

MEMORANDUM

TO: INTERACTION

FROM: Dennis Robison, Library

SUBJECT: Library/Faculty Partnership

Applications for the participation in the project, "Library/Faculty Partnership", funded by the University, the Council on Library Resources and the National Endowment for the Humanities, are now being received for 1977-78. This is the last year of the project funded by the grant. There will be openings for three faculty partners. Application forms and further information are available in the Librarian's Office, Boatwright Library.

Criteria for Selection of Faculty Participants

1. General criteria are commitment to library-centered teaching, teaching experience, and interest in project objectives: to make the library a more effective partner in the teaching-learning process, to stimulate library-centered teaching of undergraduates in and out of the library itself, to provide improved use of the present collection and to plan an accelerated collection development program.

2. All full-time teaching faculty in the humanities and social sciences (and those with humanities orientation in life and physical sciences) are eligible. Faculty members who are in the process of writing dissertations are not eligible. Tenure at the University is not a requisite.

3. Although application of library-centered teaching will occur chiefly in introductory level courses, interested faculty members are encouraged to consider other applications. In any case, the faculty member should be teaching the course which will be reviewed during the appointment to the project.

4. Released time under the project may not be devoted to individual research interests or to any activities other than project duties. Applicants should expect to devote considerable time to the project and should not be distracted by heavy committee assigments.

5. Duties of participants will include:

   a. The development of library-centered teaching (about half of the released time will be devoted to this).

   b. The provision of assistance in reference services.

   c. The continued development of a program of instruction in the use of the library.

   d. Further recommendations for a ten year collection development program.

   e. The participation in project-related faculty development seminars, attendance at one related conference, and cooperative investigation of ways to enhance the library's role in undergraduate education.

Process of Selection

1. Applicants for the 1977-78 session should complete an application form (available in the Librarian's Office) and return to the Librarian by December 1, 1976.

2. Applicants will be interviewed following review of application forms by a selection committee representing the Faculty Library Committee. This interview will be with the Librarian, Dennis Robison; Project Associate, Ernest Bolt; and Faculty/Library Project Coordinator, Kate DuVal.

3. Final appointment will require approval of the appropriate Dean and the Provost. Applicants will be notified concerning appointment by December 20, after which time departmental chairmen will make arrangements for part-time replacement of faculty participants.

LIBRARY-FACULTY PARTNERSHIP PROGRAM
1973 to 1978

Criteria for Selection of Faculty Participants.

1. General criteria are commitment to library-centered teaching, teaching experience, and interest in project objectives: to make the library a more effective partner in the teaching-learning process, to stimulate library-centered teaching of undergraduates in and out of the library itself, to provide improved use of the present collection, and to plan an accelerated collection development program.

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3. Although application of library-centered teaching will occur chiefly in introductory level courses, interested faculty members are encouraged to consider other applications. In any case, the faculty member should be teaching the course which will be revised during the appointment to the project.

4. Released time under the project may not be devoted to individual research interests or to any activities other than project duties. Applicants should expect to devote considerable time to the project and should not be distracted by heavy committee assignments.

5. Duties of participants will include:

   a. The development of library-centered teaching (about half of the released time will be devoted to this).

   b. The provision of assistance in reference services (includes one hour of training and one hour of service weekly).

c. The development of a program of instruction in the use of the library.

d. The Planning and inauguration of a 10-year collection development program.

e. The participation in project-related faculty development seminars, attendance at one related conference, and cooperative investigation of ways to enhance the library's role in undergraduate education.

Process of Selection.

1. Applicants for the 1974-1975 session should complete an application form (available in the Librarian's Office) and return to the Librarian by November 15. (This process will be repeated each fall during the project.)

2. Applicants will be notified when an interview is desired following review of application forms by a selection committee representing the Faculty Library Committee. This interview will be with the Librarian, Ardie L. Kelly, and Project Associate Ernest Bolt.

3. Final appointment will require approval of the appropriate Dean and the Provost. Applicants will be notified concerning appointment by December 15, after which time departmental chairmen will make arrangements for part-time replacement of faculty participants.

SOURCES CHECKED FOR COLLECTION DEVELOPMENT

GENERAL

Choice, "Outstanding Academic Books", Annual listing each May.

Choice, "Opening Day Collection."

Greenwood Press, Books for College Libraries Checklist, monthly.

H. W. Wilson, New Titles Selected for EGLI, monthly.

H. W. Wilson, Short Story Index, List of Books Indexed, as issued.

H. W. Wilson, Essay & General Literature Index List of Books Indexed, as issued.

HUMANITIES

Adams, Charles J., ed., A Reader's Guide To The Great Religions, 2nd ed., Free Press, 1977.

Adelman, Irving & Rita Dworkin, The Contemporary Novel, A Checklist of Critical Literature On the British & American Novel Since 1945, Scarecrow, 1972.

Blexnick, Donald William, A Sourcebook For Hispanic Literature and Language, Temple University, 1974.

Cline, Gloria S. & J. A. Baker, comp., An Index To Criticism of British and American Poetry, Scarecrow, 1973.

Connor, John M. & Billie M. Connor, Ottemiller's Index To Plays In Collections An Author and Title Index to Plays Appearing in Collections Published Between 1900 and Early 1975, 6th ed., Rev. & Enl., Scarecrow, 1976.

Freidel, Frank Burt & R. K. Showman, ed., Harvard Guide to American History, Rev. ed., Harvard, 1974.

Gwinup, Thomas & Fidelia Dickinson, Greek and Roman Authors; A Checklist of Criticism, Scarecrow, 1973.

Kuntz, Joseph M., Poetry Explication, A Checklist of Interpretation Since 1925 of British and American Poems Past and Present, Rev. ed., Denver, Alan Swallow, 1962.

Levine, Mortimer, Tudor England, 1485-1603, Cambridge, 1968.

Lucas, Edna L., Art Books; A Basic Bibliography on the Fine Arts, New York Graphic Society, 1968.

Morris, Raymond Philip, comp., A Theological Book List, Middletown, Conn., Published for the Theological Education Fund by Greeno, Hadden, 1971 (Good for gifts and "old" books - all titles pre-1961)

Palmer, Helen H. & A. J. Dyson, comp. American Drama Criticism; Interpretations 1890-1965 Inclusive, of American Drama Since the First Play Produced in America, Shoestring, 1967

Same - Supp. I, 1970.

Same - Supp. II, comp. by F. E. Eddleman, 1976.

Palmer, Helen H. & A. J. Dyson, comp., *English Novel Explication; Criticism* to 1972, Shoe String, 1973.

Same - Supp I, comp. by P. L. Abernethy, C. J. W. Christian & J. K. Smitten,.

Palmer, Helen J. & A. J. Dyson, comp., *European Drama Criticism*, Shoestring, 1968.

Same - Supp. I, 1970.

Same - Supp. II, 1972.

Samples, Gordon, *The Drama Scholars' Index to Plays and Filmscripts; A Guide to Plays and Filmscripts in Selected Anthologies, Series and Periodicals*, Scarecrow, 1974.

Thurston, Jarvis A., et al, *Short Fiction Criticism; A Checklist of Interpretation Since 1925 of Stories and Novelettes (American, British, Continental). 1800-1958*, Denver, Alan Swallow, 1960.

Walker, Warren S., comp., *Twentieth-Century Short Story Explication; Interpretations 1900-1975, of Short Fiction Since 1800,* erd. ed., 3rd. ed., Shoe String, 1977.

SOCIAL SCIENCES

Burns, James MacGregor & Jack W. Peltason with Thomas E. Cronin. *Government by the People*: *National, State, and Local Edition*, Prentice-Hall, 1975.

BCL II - The following sections: 1) Education 2) Psychology 3) Physical Education 4) Africa.

Harvard University, *The Harvard List of Books in Psychology*, 4th ed., Harvard, 1972.

White, Carl Milton, et al, *Sources of Information in the Social Sciences*, 2nd ed., ALA, 1973.

FACULTY PUBLICATIONS AND PAPERS
(Including those in progress)

Ernest C. Bolt, Jr., Paper given at the Virginia Library Association annual meeting, November, 1974, The Homestead.

___________________, "Diplomacy of the 1920s and 1930s: A Bibliographical Essay," a chapter in American Foreign Relations: a Historiographical Review, ed. by Gerald K. Haines and J. Samuel Walker. Greenwood Press, 1979.

___________________, Paper to be given at the Library Instruction Workshop, Virginia Library Association, Longwood College, October, 1978.

Jean N. Dickinson, Guide to the Literature of Psychology (In preparation).

James Jackson, "Representative Bibliographic Instruction Programs in Virginia Academic Libraries: Course Related Instruction," a Paper given at a workshop on bibliographic instruction: "Competence in the Use of the Library is One of the Liberal Arts," University of Richmond, February 28, 1977.

Charles Johnson, "Death and Art," The Journal of Asia, v2, no. 2, May, 1977.

Alan Loxterman, "Teaching Writing vs. the Invisible Handicap." Paper presented, Conference on College Composition and Communication, Denver, Colorado, March, 1978.

______________, Grant Proposal in progress to establish Interdisciplinary Writing Center.

John Outland, "The 'Foreign Policies' of Virginia," a Paper given at the International Studies Association Convention, St. Louis, Missouri, March 16-20, 1977.

____________, "Your Community and the World," Paper presented and panel moderated, Pembroke State University, Pembroke, North Carolina, February, 1978.

Dennis Robison, Paper given at the Virginia Library Association Annual Meeting, November, 1974, The Homestead.

John Whelan, "Representative Bibliographic Instruction Programs in Virginia Academic Libraries: Course Related Instruction," a Paper given at a workshop on bibliographic instruction: "Competence in the Use of the Library is One of the Liberal Arts," University of Richmond, February 28, 1977.

INFORMATION COPY

August 18, 1976

TO: Members of the Richmond College English Department

FROM: John Boggs, Chairman JB

SUBJECT: Library Orientation and Term Paper in Freshman English

Last spring the department reached agreement on requirements and practices to be adopted in our freshman English program for the coming year:

1. Themes totaling 5,000 words will be given in English 101.

2. In all freshman courses (101 and 102), a term paper of 1250-1500 words will be developed by each student and completed within the first eight weeks of the fall semester. (This project will be developed and publicized as a service to the entire University since it will provide early training in basic research techniques, in organization of findings, in use of acceptable forms of documentation, and in recognizing differences between plagiarism and legitimate paraphrasing or summarizing.)

3. The topic of the term paper can be either literary or non-literary, according to the instructor's desires. (Discussion developed one suggestion that a non-literary topic could be chosen with a view to its later applicability to literary study--e.g., "heroic ideals," "myths of the group," etc. But no requirement of this kind was imposed.)

4. Instruction in the development of term papers will be coordinated with orientation to library resources. The department applauded and approved a program proposed by Dennis Robison to accomplish this orientation:

    a. Visits by librarians to individual freshman classes to present a slide-tape introduction to our library facilities.

b. A brochure-directed walking tour of the library, followed by the completion of exercises requiring the use of reference works observed on the tour.

c. Personal assistance as needed by the individual student from the library staff as the student develops a term paper project.

In August, available members of the department met with librarians to develop details of this program. (Newell, Duckworth, Gunter, Vann, Dickerson, Yeager, and I met with Dennis Robison and Kate DuVal.) The following procedures were established:

1. Within the two-week period between Sept. 13 and Sept. 24, a librarian will visit each freshman class (101 and 102) on a day designated by the instructor. (See attached form.) The librarian will offer a slide-tape presentation lasting twenty minutes and distribute packets of material containing introductory information, tour routes, and orientation exercises. Time should be allowed in this period for explanations, questions, and discussions of procedures.

2. Following that classroom session, the student will take an independent walking tour of the library, following directions found in the brochure in his packet of materials. He will then complete the exercises found in his packet and turn them in at a designated place in the library before the second meeting following the librarian's classroom presentation.

EXAMPLE: Class meeting	Monday	Wednesday	Friday
	↓ Librarian's classroom visit		↓ Student exercises submitted before this meeting

N.B. 3. To complete the required exercises, each student (through selection and/or assignment) must have the topic of his term paper clearly in mind. Each instructor must see that this commitment has been made. Note also that, if a non-literary topic has been assigned, the student must choose or be given a special literary topic to be used in completing the exercise on MLA bibliographies.

4. To maintain consistency in this first experiment, we are asking that all students turn their completed exercises in directly to the library at a designated station. The library staff will sort the exercises according to sections, but each instructor will then check the exercises of his or her own students.

5. Dennis Robison or his representative will attend a departmental meeting in the first full week of classes (probably at 1:30 P. M. on Wednesday, September 8 -- Watch for confirmation or change). We can discuss unresolved details at that time. In the meantime, you will want to plan for those activities in your own instructional schedule.

PLEASE MAKE YOUR PLANS AND RETURN THE FOLLOWING SLIP TO CYNDY BY MONDAY, SEPTEMBER 6, SO THAT WE CAN COMPOSE A MASTER SCHEDULE TO DISCUSS WITH DENNIS WHEN HE APPEARS ON THE 8th.

	COURSE NUMBER	SECTION	PLACE OF MEETING	TIME OF CLASS	DATE DESIRED FOR LIBRARIAN's VISIT	DATE BY WHICH EXERCISE MUST BE SUBMITTED
1.						
2.						
3.						

____
(instructor)

September 27, 1976

The Richmond College Department of English

and

The Staff of the Boatwright Library

are currently cooperating in a new program designed to acquaint all freshmen in Richmond College with the research facilities which our new library provides them and with standard practices in the organization and presentation of the results of scholarly investigation. Our students are also being alerted to the problems of plagiarism and instructed in appropriate means by which to avoid them.

The student is first oriented to the physical features of the library through a slide-tape presentation in the classroom. He then takes a pamphlet-directed tour of the library and completes a series of exercises requiring the use of standard reference works. During the same period, he receives classroom instruction in the organization, construction, and documentation of a research paper. (The basic handbook being used in English 101 for this year is the Random House Handbook, available in the University bookstore.)

As a service feature of our program, we are attempting to guarantee to all other interested departments that every Richmond College student in freshman English will have completed a research-oriented term paper within the first eight weeks of the semester. The faculty can therefore assume that this experience will be completed by November 1. We shall be happy to receive your reactions and suggestions so that we can improve the program in future years.

John C. Boggs, Jr., Chairman
Department of English, Richmond College

April 12, 1978

REPORT OF THE AD HOC COMMITTEE ON FRESHMAN ENGLISH

Introduction

The Ad Hoc Committee would like to emphasize the fact that it has not set out to construct rigid rules. A spirit of experimentation and flexibility seems most fitted to the times. Nevertheless, some guidelines for freshman English are needed, and these are what we have tried to provide.

Incidentally, the term "freshman English" is understood to mean those composition courses by completing which a student may meet his English proficiency requirement. It does not include any freshman colloquia or other courses which may be taught by members of the English department and which may bear a 100-level catalogue number.

I. Course Descriptions, English 101-2 and English 103

The catalogue descriptions for these courses, proposed by the Ad Hoc Committee earlier in the semester and approved by the Department and later (in the case of English 103) by Academic Council, are as follows:

> English 101-2 (3 3 hours). Introduction to Expository Writing. Review of grammar and mechanics, as needed; study of rhetoric; practice in basic library research. Writing assignments will ordinarily deal with literary subjects.
>
> English 103 (3 hours). Introduction to Expository Writing. Accelerated work in the areas ordinarily covered by English 101-2. Enrollment by departmental placement tests only.

In presenting English 103 to Academic Council, the English Department stated that the object of English 103 is to provide a course specially designed for students whose CEEB scores, reinforced by a departmental examination, indicate that they need less than six hours of English composition in order to demonstrate proficiency.

II. Satisfying the Proficiency Requirement

By far the majority of students will satisfy their proficiency requirement in English by completing English 101-102. The Committee extimates that approximately ten students entering in the fall of 1978 will be exempted from any composition course and that approximately forty will be enrolled in English 103. (These estimates were assisted by the CEEB and AP scores presented by the current freshman class.)

Students who may attempt to satisfy the requirement by means other than the completion of English 101-102 will be those students presenting either (a) high CEEB scores, 750 (or more) in English Achievement, or a total of 1200 (or more) combined Verbal Ability and English Achievement, or (b) Advanced Placement scores of 5, 4, or 3.

Students with a 750 in English Achievement or with a 5 or 4 in Advanced Placement will be exempted from any composition course. Students with a combined CEEB score of 1200 (or more) or with a 3 in Advanced Placement will be eligible to take the departmental proficiency examination--an essay examination made up and read by members of the English Department. Depending on the judgment of the readers, students taking the exam will be (a) exempted from freshman English altogether, (b) sent into English 103, or (c) sent into English 101-2.

The Ad Hoc Committee, and later the Department, agreed that CLEP exams would not be accepted for credit and that the Admissions Office would be so notified.

III. Freshman English: An Overview

A. Aims of English 101-102 and English 103

1. On completing either course, a student should be able to write an expository paper: to choose an appropriate topic, to select and organize evidence in support of that topic, and to express his ideas in clear, grammatical English.

2. A student should be able to use basic library materials and should understand the ethical use of secondary sources.

B. Procedures of the Course(s)

1. A student should be given frequent writing assignments, appropriately annotated by the instructor, promptly returned and discussed as advisable. Assignments should begin at the student's level of skill on entering the course and should lead towards papers of greater length and complexity, independently planned and written, comprehending some library research. Assignments should include frequent reinforcement of skills previously taught.

2. Writing assignments should total approximately 4000 words each semester, excluding the documented paper, and should require that a student hand in written work of some kind about every other week. This written work may include paragraphs, short essays, revisions of previously marked papers. Supporting exercises (workbook drills, etc.) will not count as part of the total writing assignments.

3. In general, a student should have a minimum of two private conferences with the instructor each semester; additional conferences may be initiated by either the student or the instructor.

C. Class Size, Support Programs, and Staffing

1. Size of classes should not exceed a maximum of 18.

2. A writing workshop or some form of help for students in need of remedial work should be made available by the English department.

3. Instructors of freshman English should be full-time faculty members involved both in University activities and in the intellectual life of their discipline.

4. As a general rule, no full-time instructor should teach more than two or less than one writing course.

IV. A more Detailed Description of English 101-102

(Note: the Committee has not drawn up specific suggestions for the plan and conduct of English 103. Since the aims of the course are the same as those of English 101-2, it is assumed that the writing and reading assignments will be essentially parallel to those of a semester in English 101-2. Presumably the instructor will need to spend less time reviewing mechanics and basic concepts.)

A. Relationship of English 101 to English 102

The two semesters should be planned as a unified course, the various components of which build as follows:

English 101	English 102
1. Punctuation, grammar, diction, sentence structure.	1. Rhetoric: style.
2. Fundamentals of organization: paragraph development, outlining the essay.	2. Rhetoric: basic logic and persuasion.
3. At least 4,000 words of writing, apart from research report.	3. At least 4,000 words of writing, apart from research paper.
4. Fundamentals of research: card catalogue, encyclopedias, dictionaries, general reference works.	4. Fundamentals of research: bibliographies, indexes, abstracts, micro- and non-print materials.
5. Brief research report.	5. Research paper of moderate length.

B. First Semester (English 101) in Detail

1. Writing Assignments. Students should be given writing assignments totaling at least 4,000-5,000 words. Assignments may vary in length at the discretion of the instructor. Some of the assignments may be revisions, undertaken following individual conferences with the instructor. Instruction should be given in the principles of outlining, in form thesis statements, and in such basic elements of composition as sentence construction, paragraph development, and precise diction. One or more brief and simple research projects should be assigned during the semester. The purpose of this assignment is to introduce

students to the library early in their careers, and to help them develop early habits of orderly and valid research techniques. Students should be assigned different subjects individually so as to make simultaneous library work possible for large numbers of freshmen. Instructors should work closely with the library staff in planning these assignments.

May not be literary

2. Reading Assignments. Substantial and challenging readings should be assigned for the purposes of increasing language awareness and evoking student response in discussion and, ultimately, in writing.

3. Texts. (a) Handbook, including sections on documented paper, outlining, thesis statements, sentence construction, paragraphing and diction. (b) Reader or anthology containing selections of intrinsic literary merit, providing a ready-made framework for teachers who wish to use it but flexible enough to allow other approaches and arrangements. (c) Optional paperback(s) chosen individually by each instructor. (d) Dictionary.

C. Second Semester (English 102) in Detail

1. Writing Assignments. Students should be given writing assignments totaling approximately 4,000-5,000 words, in addition to a documented paper of moderate length. Both themes and documented paper should be of greater scope and complexity than writing assignments given first semester. Again, some assignments may be revisions following individual conferences. Instruction should be given in the more sophisticated principles of rhetoric, with attention to such matters as sentence construction, paragraph development, etc., as needed in the judgment of the instructor. As in the first semester, students should be assigned different subjects individually for the documented paper so as to make use of the library possible for large numbers. The purpose of this documented paper is to give the students further practice in research techniques and in utilizing what they have learned throughout the year in techniques of rhetoric.

2. Reading Assignments. Reading assignments for English 102 will have the same purposes as those for English 101.

3. Texts. Texts used first semester will ordinarily continue into second semester, at the discretion of the instructor.

V. Recommendations

The Committee recommends the adoption of the aims and procedures described above. (Part I has already been acted on, as English 103 has been approved and the course descriptions for the current catalogue have been sent in.)

In addition, the Ad Hoc Committee recommends the formation of a standing Committee on Freshman English, to be set up as follows:

(a) Five members will serve, of whom two will be tenured and two untenured, elected by the Department.

(b) Terms of service will regularly be for two years, with a special arrangement for 1978-79 (see below).

(c) New members will be elected each year as old members' terms expire. The number of vacancies occurring each year will be either two or three, alternately.

(d) The chairman will be elected by the Committee and will serve during the second year of his or her term (with special arrangements for 1978-79).

(e) The chairman may not succeed himself for another year's term of office.

(f) A member rotating off the Committee may not be elected to succeed himself.

(g) The Freshman Committee for 1978-79 will be chosen by the department and will then choose a chairman and decide the length of each member's term.

The duties of the standing Committee, as the ad hoc Committee envisions them, include but are not limited to:

(1) Handling the departmental proficiency examinations: making up the questions, administering the exams and reading them (with the help of other members of the Department); communicating with freshman advisors concerning the requirements for taking the exam; being sure the results are correctly listed and correctly acted upon at registration.

(2) At registration, trying to foresee and solve problems concerning freshman English. (At second semester registration, for example, it is desirable that students who want to stay in the same section be given a dependable way to reserve a place in it.)

(3) Talking with new instructors of freshman English: answering questions, explaining the program, and perhaps setting up a buddy system (not limited to Committee members) through which a new instructor will have a person in the Department to whom he can regularly turn for advice.

(4) Setting up departmental discussions of such matters as grading standards, types of reading and writing assignmants, evaluation of texts, etc.

(5) Keeping up with current textbooks, making sample copies available, and making periodic recommendations to the Department.

(6) Ordering texts for freshman sections still unstaffed at the time book orders are due.

(7) Participating in major decisions involving freshman English: staffing, scheduling, number of sections, etc.

(8) Exploring resources for setting up the writing workshop needed for full implementation of the freshman program.

(9) Continuing to convey to the Administration the Department's conviction that small sections are necessary for the successful teaching of composition and that freshman English, as a service course to the University, should bear a special relationship to the Department's student-faculty ratio.

(10) Communicating with other departments on the matter of just what we teach. This public relations project might include sending out memoranda, setting up seminars on types of writing assignments,etc. The idea is that, while we cannot teach every kind of writing a student may need during his college years and later career, we do teach general principles upon which the writing assignments of other departments can build.

*(11) Working closely with the library in developing bibliographical instruction. Letting Department members know the kinds of things the librarians can do to assist in research assignments.

(12) Developing, should time and energy allow, a profile of the University of Richmond's freshman class for use in future planning, and keeping this and other data on file and available to Committee members and to the Department.

Respectfully submitted,

John Braymer
Lynn Dickerson
Barbara Griffin
Ray Hilliard
Rosalie Newell
Charlotte Oberg
Gary Gunter
Jo McMurtry

PRE-PROJECT PARTICIPATION

1. What were the kinds of uses you made of the library prior to being on the Library/Faculty Partnership, e.g., class preparation, research needs, course development?

2. In what ways, if any, did you require students to use the library in relation to the courses you taught, e.g., reserve reading, book reviews, term papers, etc.?

POST-PROJECT PARTICIPATION

1. What types of library use do you require of your students in your courses since your participation in the project?

2. What kinds of evidence, if any, did students give that the program had an impact, e.g., were papers better researched, was there any comment on the student evaluation, etc.

3. What effects, if any, did your participation have on your classroom activities? On your curricular offerings? Answers should relate to changes you might have made in traditional offerings or new course development.

4. The released time factor in the Project was a unique feature of the University's Library/Faculty Partnership. Would you have been willing to undertake all or a part of the project without released time? Do you think it is possible to develop effective library centered teaching or collection development without released time?

5. As you will recall, most participants were given a 1/2 reduced teaching load for two semesters. If you had it to do over again, which would you prefer - one full semester off from teaching or 1/2 teaching load for a year.

6. Would you be willing to be appointed for another Library/Faculty Partnership opportunity (or recommend it to a colleague) if:

   (a) you had the same type set-up, that is a 1/2 time reduced teaching load with responsibilities for developing library centered teaching and collection development?

   (b) you had 1/4 reduced teaching and less responsibilities, say collection development only?

   (c) no reduced teaching load, but would have adequate library resources, e.g., staff and materials, to assist you?

7. Has there been any lasting impact on your teaching as it relates to the library since you have been off the Library/Faculty Partnership Project?

8. Has your participation in the project generated any interest in library centered teaching among your colleagues? Can you indicate, by name, who these individuals might be?

9. What has been the general impression among your colleagues about the project, e.g., released time factor, library centered teaching, collection development, etc.?

10. What feature of the project did you like best? Least?

11. If there was one aspect of the project you would change, what would it be?

12. What modifications, if any, did you make to the project you designed after implementation?

13. Did you engage later in sabbatical or research activities that were related to your project?

14. Did you write grant proposals, receive grants or publish anything later that is related to the project activities? Do you think you might?

EARLHAM COLLEGE

WORKSHOP ON BIBLIOGRAPHIC INSTRUCTION

Gresham Riley   November 30, 1977

On November 17-18, 1977 Dr. Ernest Bolt, Mr. Dennis Robison, and Dean Gresham Riley attended a Workshop on Bibliographic Instruction conducted at Earlham College in Richmond, Indiana. Earlham has received considerable national attention because of the excellence of its course-centered bibliographic instruction program. Messrs. Bolt, Riley, and Robison attended the Workshop in order to learn from the Earlham experience. Due to the success of the Earlham program in general and the Workshop in particular, the three participants thought that a brief report to other members of the University of Richmond community would be of interest.

No attempt will be made to summarize in detail the information conveyed in the Workshop. Rather, a number of general principles related to course-centered bibliographic instruction will be noted, and illustrative bibliographic materials which have been used in a variety of courses at Earlham will be appended.

The following general points are particularly important:

1. What is course-centered bibliographic instruction? Basically, it is a joint effort by faculty members and professional librarians to develop on the part of the student skills in learning-how-to-learn. A library is the most important source (even more than the classroom) for finding answers to questions and solutions to problems which is available to an individual who wishes to expand his or her knowledge. Consequently, an essential skill for a liberally educated individual is the knowledge of how to use a library in order to learn what it is that the individual wishes to know.

2. Course-centered bibliographic instruction does not represent "add-on" work for a course but is integrally related to the primary content of the course.

3. Course-centered bibliographic instruction involves faculty members and professional librarians working closely together in order to determine how best to integrate naturally bibliographic instruction with the other objectives of the course. At Earlham, not only are professional librarians used by the faculty in planning courses they are also called upon by the faculty to evaluate the quality of the bibliographies which students use for their research papers.

4. Bibliographic instruction should be gradated. This is to say that specialized bibliographic instruction is needed at different points in an undergraduate's educational career. For example, certain sources and search strategies would be stressed for general reference work in a Freshman Composition Course; others would be stressed in Introductory Science courses; others in a student's major field of study; yet others within a particular course in a discipline; and still others in such special interdisciplinary subject areas as urban studies, women's studies, etc.

5. A program of course-centered bibliographic instruction is a setting within which faculty development can occur and which can offer opportunities for faculty research that do not necessarily lead to publication.

For your information there are four appendices which illustrate how Earlham College has introduced bibliographic instruction at different levels in its curriculum.

-- Appendix A is the bibliographic material used in Introduction to Biology and which provides most undergraduates at Earlham with an introduction to specialized, scientific resources. The last page of this Appendix is a bibliographic assignment for an advanced biology course.

-- Appendix B is a library centered project which was given in an Introduction to American Politics course at Earlham.

-- Appendix C is a "bibliography of bibliographies" for specific courses and disciplines which has been prepared by the Earlham College Library staff and which is available on request.

-- Appendix D is a sample of course-centered library projects which result in something other than a term paper.

The professional library staff at the University and I believe that course-centered bibliographic instruction represents a promising and exciting direction in which our undergraduate program of education might develop. We wish to make available, in a non-obtrusive manner, the services of our offices in order to facilitate the development of such instruction in the Arts and Sciences departments. Dennis Robison and members of his staff will be contacting departmental chairmen on an individual basis to discuss ways in which they can be of assistance to individual faculty members. I will appreciate your working closely with them in this effort. If there is any way in which I can be of assistance, I want both the various departments and the library staff to feel free to call upon me.

GR:mg

Boatwright Memorial Library

October 7, 1977

MEMORANDUM

TO: Gresham Riley, Dean of Arts and Sciences
Ernest C. Bolt, Jr., Professor of History

FROM: Dennis E. Robison, University Librarian

SUBJECT: Continuation of the Library/Faculty Partnership

I submit this proposal for your consideration. I will have my secretary contact your offices within the next week or so to set up an appointment in order that we may discuss it and come up with an agreed upon proposal to forward to the President. I suggest we meet in my office since much of the material relating to the project is there.

RELEASED TIME PROVISION

The experience of four years with teaching faculty on the project has indicated that released time is essential for success. There is strong evidence to indicate that the reason the University of Richmond's CLR/NEH Project has succeeded over other similar programs is because of the released time provision. Therefore, it is recommended that this be continued in the same manner, that is 1/2 time released from teaching and committee assignments for one academic year or full released time for one semester.

FUNDING

The major portion of the CLR/NEH Grant went for salaries to replace faculty. There are at least three ways to approach the funding for the continuation of the project:

(1) Tenured faculty eligible for sabbatical: Faculty should be encouraged to use their sabbatical to participate in and attain the goals of the project. Under this provision, the University Administration and Board of Trustees would adopt the project as an acceptable sabbatical alternative. Funding would then be a part of the sabbatical budget.

(2) Faculty Development: The project can become an integral part of the University's Faculty Development program. This provision would enable non-tenured faculty to participate as well as those tenured faculty who are not eligible for some years to come or who have different plans for their sabbaticals.

(3) It is possible that some larger academic departments might wish to offer fewer courses or carry a teaching overload within the department in order to allow one of their colleagues to participate in the project. While it may be naive to believe this would happen, the option should be available. There would be no additional financial cost to the University.

It is recommended that all three approaches be used in obtaining faculty for the project with the understanding that the first two are the most likely options.

The replacement cost for faculty is approximately $5,000 per semester for full released time or the same amount for 1/2 time for the academic year.[1] The annual cost will depend on the number of faculty who are participating in the project each year. The University has, for the past five years, allocated approximately $10,000 per year as matching funds for the grant. It is recommended that this amount be continued in the 1978/79 budget which would allow for two participants per year.

The funds could be a part of the Library's budget. The project would be a part of the opportunities publicized through the Faculty Development Committee plus any that the Librarian would give. Another alternative would be to have the funds as a part of the Faculty Development Committee's budget. However, it would be understood by the Committee that this is to be funded regularly as a first priority and not after all other faculty development projects are funded. If one or both of the faculty participants are accepted to the project as a part of their sabbatical, the funds could then be used to expand the program for that particular year to three or four participants.

The CLR/NEH Grant had provisions for consultants, travel and supplies. This was a minimal portion of the total cost and could be absorbed through other existing budgets. The Library's supply budget, for example, could probably take care of those types of expenditures for the project. Travel request could be made to the Faculty Research Committee or through the normal channels to the Deans.

LENGTH OF THE PROJECT

It is recommended that the project be funded for at least three academic years, (1978/79 to 1980/81). During 1980/81, the project should be evaluated by the Librarian, Faculty Library Committee, Faculty Development Committee and Deans. Recommendations would then be made to continue, modify or phase it out.

CRITERIA FOR THE SELECTION OF FACULTY

The criteria for selection would be much the same as it has been in the past - a commitment to library centered teaching and collection development. Proposals should include a description of the courses (either existing or new) to be redesigned and should reflect broad ideas as to what approaches would be used in meeting the objectives of library centered teaching. Collection development is essentially understood to mean a willingness to work with collection development librarians to determine collection strengths and weaknesses which will result in proposals for future acquisitions and deacquisitions.

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[1] Conversation with Martha Glenn on Thursday, October 6, 1977.

Unlike the CLR/NEH funded Partnership, there would be no discipline limitations on science and SBA faculty. Nor would there be any restrictions on the level of course. This would open the project to graduate course revisions as well as undergraduate.

In summary, the recommendations are as follows:

(1) the Library/Faculty Partnership be continued for at least three more years with evaluation and review at the end of that time.

(2) at least two faculty be selected each year as participants.

(3) the released time provision be retained.

(4) funding should either come through the Library's budget or through the Faculty Development.

(5) there should be three options open for faculty to participate - sabbatical leave, faculty development or departmental scheduling.

(6) selection should be made by the University Librarian and the Library Faculty Committee.

AN EVALUATIVE REPORT OF THE RICHMOND COLLEGE FRESHMAN LIBRARY INSTRUCTION PROGRAM

Edward James DeLong
June 15, 1978

Abstract

This is a report on the evaluation of the Richmond College Freshman Library Instruction Program at the University of Richmond. The Program is a self-instructional "Library Survival Kit" teaching basic library skills to freshman. The Pre-test/ Post-test measures the knowledge of students before and after instruction. This study demonstrated a significant improvement of 15.46 points and a passing average for the class. A total of 67.53% of the class passed the test. More importantly, 84.99% of the class improved their grades on the Post-test. Apparently successful, there are still some areas of instruction that need improvement.

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Acknowledgements

To the people and institutions who made this study possible:

The Council on Library Resources and the National Endowment for the Humanities for their College Library Program Grant's assistance in duplication of the test materials.

The H.W. Wilson Co. for permission to duplicate their entry on the test.

The University of Richmond's Academic Computer Committee for their assistance and advice with the computer.

Dennis E. Robison, University Librarian, and his professional librarians and staff for allowing this study.

Dr. Irby Brown and the freshman English instructors who graciously allowed the testing in their classes.

Claire Oaks, for her pilot study using these procedures in a study evaluating the University of Alabama's Freshman Library Instruction Program.

Dr. William E. Walker, Dr. Henry R. Stewart, and Dr. James D. Ramer for their assistance in completing this project.

My wife, Marion, and son, Billy, for the needed time and quiet to complete these studies.

All conclusions contained in this study are the sole responsibility of the author.

An Evaluative Report of the Richmond College Freshman Library Instruction Program

I. Objective of Study

The objective of this study is an evaluation of the Freshman Library Instruction Program at Richmond College, the male undergraduate division of the University of Richmond, Richmond, Virginia. The hypothesis tested is that the Freshman Library Instruction Program meets its goal of teaching the students enough basic library procedures to make it possible for the student to research independently a topic by using basic library tools. This study will not attempt to judge qualitatively the habits instilled in the student, nor the overall results of the student's writings. The results obtained can be useful in determining what the student is learning and how to change the "Library Survival Kit", a self-instructional packet the student receives for the instructional program.

II. Procedures

The procedures proposed and used in this study were the following:

A. Construct a pre-test based upon course objectives to determine student's knowledge of library research procedures.

B. Develop a standard of measurement for evaluating student's performances on the pre-test and the post-test.

C. Administer an unannounced pre-test before the start of the Library Instruction Program; correct and record each student's performance. (It is assumed that all students are entering freshman.) Sample size will be all sections of Richmond College Freshman English (22) with a total population of 466 students.

D. Conduct the Library Instruction Program: A tape/slide tour of the Library's facilities and a lecture given by a Librarian. A personal walking tour of the Library will be taken by each student. Before giving the students the Library Survival Kit, the study guides and questions, the student will be asked various questions to determine if he has taken the walking tour. If it is ascertained that the student has, he will be given the study guides and exercises for the instructional program.

E. Construct a post-test.

F. Administer the post-test, unannounced on the first day of second semester. Correct these tests and record each student's performance.

G. Compare results of the pre-test and the post-test and measure the degree of improvement according to predetermined standards established as part of Procedure B above.

H. Submit a report of the findings of this study to:

1. Dennis E. Robison, University Librarian, Boatwright Memorial Library, University of Richmond, Richmond, Virginia.
2. Dr. Irby Brown, Chairman of the Richmond College English Department of the University of Richmond.

3. Dr. James D. Ramer, Dean of the Graduate School of Library Service, University of Alabama.
4. Dr. Henry R. Stewart, Faculty Adviser and Consultant for this study, Old Dominion University, Norfolk, Virginia.
5. Dr. William E. Walker, Assistant Professor of Psychology, University of Richmond, special consultant for testing and measurements.

III. Limitations of the Study

1. Lack of a control group.

Since all incoming freshman at both Richmond College (men) and Westhampton College (women) receive some form of library instruction, it is impossible to have a group receiving no library instruction. Because of class absences, however, a group of 23 students was obtained which had no pre-test scores. This group did indicate that there was no contamination factor from seeing the pre-test.

2. Change of high school instruction and work answers.

Between the pre-test and the post-test, 147 students changed answers to the questions of having had previous high school library instruction or prior work experience in a library. Due to this large number (147) and percentage of the sample (19.9%), the data for grouping purposes are determined to be unreliable.

3. Inability to determine correctness on Library Instruction exercises.

Although each student's packet was graded by a Librarian, there was no attempt to collect any data on how successful each student answered each question. Correlation between the Library Instruction Program exercises and the post-test would better indicate strengths and weaknesses of the Library Instruction Program.

4. Computer problems.

Because of a changeover in the Statistical Package for the Social Sciences at the University of Virginia, the computer could not ignore missing values as instructed. Consequently, all post-test figures had a wrong answer listed 70 times for each question. (This figure is the difference between the 443 pre-testers and the 373 post-testers.) All percentages on the post-test were adjusted for this difference.

5. Keypunch errors.

A few were found but manual checking produced an error of less than 1%, so the difference is ignored.

IV. Statistics of Pre-test and Post-test

Group	Population	Percent Mean	Standard Deviation	Grades Improved	Passed Test
Entire Sample Pre-test	443	69.97%	17.1	--	128 (28.89%
Entire Sample Post-test	373	85.43%	24.6	317 (84.99%)	253 (67.83%
No Pre-test Group	23	78.4%	17.7	--	12 (52.1%)

Because large numbers of students changed their categories concerning their history, the data were not produced concerning these samples on the post-test.

Group	Population	Percent Mean	Number who changed history
Entire Sample	443	69.97%	147 (19.9%)
Previous high school Library Instruction	273	72.5%	80 (21.4%)
Prior work in a Library	108	68.9%	67 (17.9%)
No high school Library Instruction	170	65.9%	
No prior work in a Library	335	70.3%	
Previous Library Instruction & work	67	72.1%	
Neither previous Library Instruction and work	130	66.0%	
Some Instruction or work	313	71.5%	

V. Analysis of Statistics

This pre-test/post-test technique has been designed to indicate a minimum awareness of library skills. A passing grade of 80% was assigned. It was hoped that many students would score 90% or better, as indeed 38% of the sample did on the post-test.

The population group consisted of all freshman students enrolled in Richmond College English 101-102. There were a few students in the evening class, classified as freshman, who are not a part of Richmond College, but became a part of this study because of their course enrollment. In the entire sample, there are no repeaters of the course and no transfer students. The population covered a large sample of men and is typical of the freshman class.

Because of the size of this sample, standard statistical procedures will be used--the standard deviation method.[1] The results are indicated in Part IV.

Among all students the Percent Mean on the pre-test was 69.9%; on the post-test, the Mean was 85.43%, showing an increase of 15.46% and a passing average for the entire sample. Of the 373 post-test students, however, only 67.8% passed the test itself with a score of 80% or better.

A control group of 23 students who did not receive the pre-test because of class absence did take the post-test. The

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[1] William Mendenhall, Lyman Ott, and Richard F. Larson, Statistics: A Tool for the Social Sciences, (North Scituate, Mass.: Duxbury Press, 1974), pp. 136-144.

Percent Mean was 78.4% with slightly over half the group (52.1%) passing. Comparing question to question of the test, the results are surprisingly similar on 29 of 31 possible answers on the test.

Because a large percentage (19.9%) of students changed their answers between the pre-test and the post-test concerning their history of previous high school library instruction or prior work experience in a library, data were not produced concerning these samples on the post-test. The pre-test Percent Mean scores reveal some interesting trends. The highest averages were obtained in the group which had previous high school library instruction (72.5%) and the lowest in the group with no previous high school library instruction (65.9%). Even at these extremes, however, there are still no significant differences from the entire sample's score (69.97%). The difference between these two groups indicate that previous high school library instruction may be important. With 21.4% of this sample changing their answer concerning their history of previous high school library instruction, no reliability can be placed on these figures to account for the difference found.

Analysis performed was the Statistical Package for the Social Sciences (Northwestern University) run on the CDC 6400 computer time sharing system at the University of Virginia, Charlottesville, Virginia. Programs were Condescriptive and Frequencies. All data gathered in this study are in machine-readable form. Data subject to deeper analysis upon request.

VI. Questionnaire Analysis by Question

Question	Pre-test	Post-test	% Change
1	72.7%	92.4%	+19.7%
2A	79%	93%	+14%
2B	79%	92.4%	+13.4%
2C	79%	92.4%	+13.4%
2D	79%	92.2%	+13.2%
2E	53%	76.6%	+23.6%
3	81%	79.8%	-1.2%
4	77%	90.8%	+13.2%
5	23.7%	62.4%	+38.7%
6A	96%	97.3%	+1.3%
6B	97.3%	97.3%	no change
6C	97.9%	98.1%	+.2%
6D	81.5%	87.6%	+6.1%
6E	87%	93.5%	+6.5%
6F	97.3%	97.3%	no change
6G	92.7%	96.5%	+3.8%
6H	97.7%	97.8%	+.1%
6I	97.5%	97.8%	+.3%
6J	85.2%	87.1%	+1.9%
7	42.8%	59.2%	+16.4%

Question	Pre-test	Post-test	% Change
8A	98.6%	97%	-1.6%
8B	69.9%	82.3%	+12.4%
8C	42.5%	57.1%	+14.6%
8D	73.7%	87.9%	+16.2%
8E	67.4%	81.7%	+14.3%
8F	59.6%	79%	+19.4%
9A	70%	80.9%	+10.9%
9B	81.7%	88.4%	+6.9%
9C	66.7%	78.8%	+12.1%
9D	62.1%	80.7%	+18.6%
9E	53.9%	74.2%	+20.3%
Average Score	69.97%	85.43%	+15.46%

VII. Analysis of Questionnaire Analysis by Question

On the pre-test, some questions were answered correctly with a very high percentage, as indicated in Part VI. These included Question 3 (81.2%), Question 4 (78.7%), parts of Question 6 (A, B, C, F, G, H, I), Question 8A (98.6%) and Question 9B (81.7%).

It is interesting to note that the number of "I don't know" answers was reduced significantly on the post-test compared to the pre-test. Many of these answers now tally up as correct answers in the post-test, one of many reasons that indicate the success of this program.

Although Question 1 had a high percentage of correct answers on the pre-test (72.7%), the post-test showed a 19.7% increase. Boatwright Memorial Library uses the term "public catalog" to describe the "card catalog" at mosy other places. The increase is probably due to student usage of the public catalog during the Library Instruction Program and to student identification of the "public catalog" as the "card catalog" of their old library.

Because Boatwright Memorial Library uses material classified in both the Library of Congress and Dewey Decimal Classification systems, Question 2 is important in locating materials. Until all materials reflect Library of Congress call numbers, it will be very important for students to recognize the differences between these systems in order to find the materials accurately on the shelf. Only 76.6% were able to identify correctly Question 2E as a Library of Congress call number with a decimal located within the number. Greater improvement is needed even though 23.6% of the class did improve their answer on this question.

The results on Question 3 are disturbing. On the pre-test 81.2% correctly responded; on the post-test only 79.8% correctly responded. Unfortunately there is an emphasis in the tape/slide program and the exercises on usage of the visible file and the post-test reflects this, as 16.8% (compared to 7.2% on the pre-test) would go to the visible file first instead of an index to find articles on a particular topic.

Question 4 reflects awareness of what an author entry (main entry) can be. Although the correct answer percentage increased some 13.2% to 90.8% correct, it is more interesting to note that the absolute number of "I don't knows" decreased from 62 to 12.

Question 5 shows that students become aware of other indexes (specifically, The Humanities Index) than the Readers' Guide. The Library Instruction Program, stressing usage of the Humanities Index has apparently had very positive results in the testing -- an increase of 38.7% (from 23.7% correct on the pre-test to 62.4% on the post-test). This percentage increase could have gone even higher if there were a method of determining correctness of student answers during the exercises, as this may point out a weakness of the instruction itself.

The results of Question 6 reveal that students are having difficulty recognizing the differences between author, title, and subject card types (Question 6D,E,J). Differentiation of these cards is a specific task of the Library Instruction Program and students should have scored much higher on the title and subject sections of the test. Many students were able to identify the other information correctly, however, suggesting that some of this instruction may be unnecessary.

Question 7 on The Essay and General Literature Index shows some disappointing results. Responses a and b reduced themselves by a few percentage points and response e decreased significantly. Response d, a wrong answer, increased somewhat--a disappointment. Response c, the correct answer, did increase significantly, some 16.4% as a result of the Library Instruction Program.

Question 8, concerning the correct entry citation of an article in order to locate the article, reveals the greatest area of improvement needed in this Library Instruction Program. The only response that was very high on the pre-test was a part concerning authorship of the article. The remaining answers all showed significant improvement, but none was a really high scorer. This leads to the conclusion that once students have found an article of interest in a periodical index, the student may not find the article on the shelf due to copying incorrectly the information necessary to find the article. Many, many students failed to cite the correct magazine title, article, and issue date. Many of these same students confused the title of the article with the subject of the article. According to the Librarians, many students missed this section of the Library Instruction Program, but no figures are available to authenticate this. A further investigator should attempt to obtain this information.

Question 9 concerned search strategy a student may use in finding certain information. Improvement, some significant, was shown in all areas.

VIII. Statistics of Part B of Pre-test

Question 1	32.2% yes	
Question 2A	1.83 average	248-1 101-2 39-3 26-4 26-5 3-no answer
Question 2B	1.89 average	233-1 118-2 37-3 16-4 36-5 3-no answer
Question 2C	1.80 average	275-1 87-2 18-3 22-4 38-5 3-no answer
Question 3	70.2% "comfortable"in using a library	
Question 4	50% used microforms before coming to college	
Question 5	97.29% ask a librarian	
Question 6	The following services are ranked in descending order of selection: A, Q, K, U, N, P, V, O, M, G, R, C, E, I, B, D, H, L, J*, T*, S, X, W, F. * denotes a tie. Average number of services selected: 16.36	

IX. Analysis of Statistics of Part B of Pre-Test

Part B was distributed as part of the pre-test only and does not affect the grading of Part A. It was an opinion survey of the students attempting to obtain a better understanding of the freshman class.

For 32.2%, the library was a factor when deciding upon a college, according to Question 1. One of the reasons for coming to the University of Richmond is the spaciousness of the library and the depth and breadth of its holdings. On the other hand, the library at another school could have been the reason for not attending that school. The interpretation placed on the question was the student's. This figure may be useful as a tool for the Admissions people as to a reason a particular school was selected.

Question 2 in three parts was designed to see how the students saw the library and library usage as part of their opinions of the library. The figures reveal that many students had favorable responses to the library as a part of their college education.

A student was left to his own imagination in defining "comfortable" in Question 3. 70.2% said they felt that when using a library.

Half the incoming class used microfilms in a library before coming to college, indicating a need for keeping these materials as part of the Library Instruction Program to expose all students to this format of materials.

Question 5 reveals a surprise -- 97.29% responded with a favorable "Ask a Librarian for assistance" when asked: "If you are unable to find what you want in the library, what should you do next?" This indicates a desire to seek better assistance from the librarians on duty and not the discouragement that "this library doesn't have what I need" would indicate.

Question 6 indicates some of the services that Boatwright Memorial Library offers. The purpose of the question was to learn what the freshman thought the library offered them. An average of 16.36 items were checked on each questionnaire. The University Librarian knows now what and how to emphasize better the library's services to the university community.

X. For Further Study

1. It would be valuable to obtain the permission of each student in a new study to see if grades in the Library Instruction Program correlated with English 101-102 grades and the overall grade point average. Does success in the library involve academic success in the classroom?
2. Some juniors and seniors from each college should be selected as another group to see what these groups have learned or retained over a longer time span.
3. A method of "grading" each section of the Library Instruction Program should be instituted and tabulated. If a student's work was unsuccessful, such as the correct article citation, the student should have to repeat the work until it is correct. Once a student has successfully completed all

these sections, a bigger improvement on the post-test should result.

4. Students never see the results of the pre-test and post-test. It may be interesting to have a small sample in a future study see the results of the pre-test and the post-test. This would provide reinforcement of the correct answers and also may indicate if there will be any contamination on the post-test results, since the students will have seen the correct pre-test answers.

XI. Conclusion

The Library Instruction Program at the University of Richmond is a self-paced "Library Survival Kit" which appears successful. When completed, the student uses knowledge and skills gained to write a lengthy research paper on a topic chosen in consultation with his English instructor. This reinforces these studies and one may hope the student will see connections to other courses, such as Western Civilization.

Student answers on the Library Survival Kit should be tabulated to determine how successful the Library Instruction Program really is. At this point, with available figures, one may say that the freshman class showed significant improvement. The Library Instruction Program is meeting the needs of many of the students. More should be expected. With the merging of the Westhampton College and Richmond College English Departments into a unified program, a new Library Instruction Program will be designed. The results of this study may be used to determine a future structure for the program -- what needs to be stressed, what can be deemphasized, and what needs to be improved.

The University of Richmond should thoroughly evaluate this new program and, from this evaluation, design an even better Library Instruction Program.

Appendix A Test Question

The following pages are a sample of the actual test distributed to the students involved in this study. Part B of this test was distributed only on the pre-test.